

Community Consolidated School District #46

**Board of Education Meeting
Wednesday, September 16, 2009
7:00 p.m. – Meadowview**



Agenda

**TENTATIVE AGENDA
COMMUNITY CONSOLIDATED SCHOOL DISTRICT #46
BOARD OF EDUCATION MEETING
WEDNESDAY, SEPTEMBER 16, 2009
MEADOWVIEW SCHOOL – 7:00 P.M.**

- A. Call to Order/Roll Call**
- B. Establishment of Quorum**
- C. Approval of Agenda**
- D. Pledge of Allegiance**
- E. Public Comments**
- F. Consent Agenda**
 - 1. Approval of August 19, 2009 Regular Meeting Minutes as presented
 - 2. Approval of Accounts Payable as presented
 - 3. Approval of September 15th and August 28, 2009 Exceptions Register Summaries as presented
 - 4. Approval of Personnel Report as presented
- G. Board/Superintendent Reports**
- H. Old Business**
 - I. Discussion Items**
 - a. Second Reading of Board Policies; 5:310, 5:185, and 7:20 – Sue Facklam
 - b. Possible Defeasance of 1999 & 2004 Bonds – Brad Goldstein
- I. New Business**
 - II. Discussion Items**
 - a. Presentation of Frederick School Improvement Plan (SIP) – Administrative Team
 - b. Review of PMA Contract for 2009/10 School Year – Brad Goldstein
 - c. Review of IKON Contract – Brad Goldstein
 - d. Board Update of General State Aid – Brad Goldstein
 - e. Discuss Benefits of Central Registration – Superintendent Correll
 - f. Discuss Upcoming Board Meeting Dates
 - g. Review Draft Presentation of Five-Year Technology Plan – Joe Nowak
 - h. Review District Enrollment Numbers – Lynn Barkley
 - III. Action Items**
 - a. Approval of Board Policies
 - b. Approval of Frederick SIP Plan
 - c. Approval of PMA Contract
 - d. Approval of IKON Contract
- I. Public Comment**
- J. Closed Session – Open Meetings Act 5ILCS 120** – To consider information regarding appointment, employment, compensation, discipline, performance or dismissal of specific employees of the district.
- K. Adjournment**

Thank you for attending the meeting of the Board of Education. You are reminded that these are meetings held in public but are not public meetings. You are welcome to address the Board during "Public Comment". You are asked to limit your remarks to fewer than four minutes. Guidelines for Public Comment are available at each meeting along with the current agenda. Board members and/or administrators may be contacted to respond to specific questions at:

Board Members

Michael Carbone	223-3540 ext. 5648
Sue Facklam	548-2930/223-3540 ext 5565
Mary Garcia	223-3540 ext 5691
Michael Linder	223-3540 ext 5692
Ray Millington	223-3540 ext 5678
Keith Surroz	223-3540 ext 5679
Karen Weinert	548-0436/223-3540 ext 5664

Schools

District Office	223-3650
Avon School	223-3530
Prairieview School	543-4230
Woodview School	223-3668
Meadowview School	223-3656
Park School	201-7010
Frederick School	543-5300
Middle School	223-3680

The District web site address is www.d46.org

Consent Agenda

Minutes for Approval

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46
BOARD OF EDUCATION MEETING
AUGUST 19, 2009

The Regular Board of Education Meeting of the Community Consolidated School District 46, Lake County, Illinois was held at Park Campus School, 400 W. Townline Road, Round Lake, IL on Wednesday, August 19, 2009.

**CALL TO
ORDER:**

The meeting was called to order at 7:01 p.m. by President Garcia

ROLL CALL:

Members Present: Garcia, Facklam, Weinert, Linder, and Millington.

Members absent: Surroz and Carbone. Superintendent Ellen Correll was also present.

**PLEDGE OF
ALLEGIENCE:**

The Pledge of Allegiance took place at this time.

**APPROVAL
OF AGENDA:**

Motion was made by Facklam, seconded by Weinert to amend the agenda for August 19, 2009 to add the personnel addendum and addendum exceptions registry to the consent agenda, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

**CONSENT
AGENDA:**

Motion was made by Facklam, seconded by Linder for the approval of the consent agenda for August 19, 2009 including; the board minutes for June 17, 2009 Regular Session, July 8, 2009 Regular and Closed Session, and July 15, 2009 Special Session, Treasurer's Report/Accounts Payable, exceptions register summary with the inclusion of the Exceptions Register Addendum, the Personnel Report with the inclusion of the Personnel Report Addendum as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

**PUBLIC
COMMENT:**

Public comment was offered at 7:03 p.m. – There was none.

BOARD/SUPERINTENDENT REPORTS:

Sue Facklam gave a special thank you to all that attended and participated with Central Registration, job well done. Sue also attended New Teachers Orientation with Karen Weinert.

Mary Garcia gave a kudos for the 5th grade kick off for which she was in attendance for

Karen Weinert also attended Central Registration and stated how well the process flowed.

Superintendent Correll also stated the process flowed very well and the district and staff accomplished what was set out to accomplish.

NEW BUSINESS:

I. Discussion Items:

21st Century Visual Reference Library

Jenn Kiddle and Michael Barry presented to the Board regarding the 21st Century Visual Reference Library, which is a process for presenting vocabulary through the integration of technology and the program is at no cost to the District. Also, Jenn and Michael have been asked to present at the annual technology conference in November. (A copy of the PowerPoint Presentation is attached).

Review of Enrollment Numbers & Staffing/Curriculum

Superintendent Correll and Lynn Barkley presented to the Board the curriculum report that was included in each board packet for review. The report contained information regarding the summer programs and professional development training. Lynn also presented the grant updates and commented on central registration.

Jani-King Contract Discussion

Brad Goldstein presented an overview of the Jani-King contract. Discussion included cost comparisons with surrounding districts and Brad's recommendation to extend the contract for two-years which would save the District \$30,000 per year for the next two years. Lengthy discussion followed.

1999, 2004 Bond Audit Discussion

The District is currently involved in an audit for the 2005 series general obligation bonds. The procedures are from 1999 referendum for Frederick and Prairieview schools and the 2004 referendum for Park Campus. The total is \$5,671,305 and the bond council indicated the District needs to abate the bond money, or transfer to our Operations and Maintenance Fund for capital projects. Brad presented projects in which the funding could be allocated. These suggested projects included the phone system, items from the 10-year life safety plan, and the five-year facility-plan Arcon put together. Also, Brad will check to see if the stimulus package has matching funds. Discussion followed.

Recommendation of Building Rental Fees for 2009/2010

Brad suggested that the District move forward with the rate increases as previously presented with the exception of the Park District. The reason for this exception is the Park District is one of the main users and their rates have already been set based on the District's current pricing. The Park District will be notified in a timely manner regarding their increase for next year. Brief discussion followed.

PTAB Resolution for 2008 (Property Tax Appeal Board)

Brad explained that the PTAB Resolution, previously brought to the Board, was for 2007. This resolution being discussed today is for 2008 and it authorizes the attorneys for the District to act on behalf of the District at any PTAB hearings that the District might be involved in. These hearings are for businesses that are appealing their tax rate.

Update on 2009/2010 Budget

A copy of the budget was included in each board packet for review. Brad provided copies of changes and reviewed the budget. As required by law, an ad will be placed in the newspaper regarding the budget hearing, which is scheduled for Wednesday, September 23, 2009. Discussion followed.

Fiduciary Liability Insurance for 403B Annuities

Each Board packet included information regarding the Fiduciary Liability Insurance for 403B Annuities. Brad informed the Board that the District's current insurance cooperative, CLIC, is now making this insurance available to its customers. Due to the issues over the new 403B regulations, the District's attorneys are advising their clients to purchase the insurance for a year or until all the issues have settled down. The cost is \$2,300 per year and this fee will be prorated for District 46. At the end of the year we will have the option to continue or discontinue coverage.

Avon/Woodview Project Update & Change Order Review

Brad explained that the projects at Avon and Woodview School are almost complete with the exception of the grass and fields at both schools. Specifications regarding these two concerns have not been met; therefore, payment has not yet been released. Brad shared the change orders and provided some explanations as to the reasons why the change orders were necessary. Discussions followed.

Future Plans to Survey Community Regarding Blue Ribbon Criteria

Superintendent Correll asked the Board about whether or not they planned to move forward with a survey to include parents, staff, and the community. Discussion included the intent of the forum and the cost. Superintendent Correll will re-address the Members after meeting with Mark Yoder.

Review of Plans for Community Forum

The Board discussed having another Community Forum and the agenda for it. The forum will be held at Grayslake Middle School on Tuesday, September 8, 2009 at 6:00 p.m. A question and answer period will be provided on the agenda.

Appointment of Board Recording Secretary

Superintendent Correll introduced her new Administrative Assistant Lourie Shipley. Lourie has been working with the Superintendent for three weeks now and Superintendent Correll is recommending the appointment of Lourie Shipley as the Board Recording Secretary.

1st Reading of Board Policies

Sue Facklam previously provided the Members with copies of the following board policy numbers for review and 1st Reading: 5:310 Educational Support Personnel; Compensatory Time-Off, 5:185 General Personnel; Family and Medical Leave. The policy relating to bullying does not have a number assigned to it but Section 7 of the Districts policy manual has policies that relate to students. Sue suggested to the Board that a number from Section 7 should be assigned to the bullying policy.

September Board Meetings Dates

The Board came to a consensus of emailing the Superintendent with their availability dates.

ACTION ITEMS:

APPROVAL OF BOARD POLICIES:

Motion was made by Facklam, seconded by Linder for the approval of the following board policies: Policy 4:55 Use of Credit and Procurement Cards, Policy 4:130 Free and Reduced-Price Food Services, Policy 4:170 Safety, Policy 5:35 Compliance with the Fair Labor Standards Act, and Policy 7:60 Residence. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPOINTMENT OF BOARD RECORDING SECRETARY:

Motion was made by Linder, seconded by Facklam to approve the appointment of Lourie Shipley as Board Recording Secretary, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF BUILDING RENTAL FEES:

Motion was made by Linder, seconded by Millington for the approval of the building rental fee increases with the exception of the Park District, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF JANI KING:

Motion was made by Weinert, seconded by Facklam for the approval of the Jani King contract extension as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF PTAB RESOLUTION FOR 2008:

Motion was made by Facklam, seconded by Linder for the approval of the PTAB resolution for 2008, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF FIDUCIARY LIABILITY INSURANCE FOR 403B:

Motion was made by Millington, seconded by Weinert to approve the Fiduciary Liability Insurance for 403B, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF

CHANGE ORDERS: Motion was made by Linder, seconded by Millington for the approval of the change orders, as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

APPROVAL OF
ADDITIONAL
STAFF FOR 09/10
SCHOOL YEAR:

Motion was made by Millington, seconded by Facklam for the approval of an additional 3.0 staff/personnel for the 2009/10 school year as presented. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

PUBLIC

COMMENT:

Public comment was offered at 9:01 p.m.

Sarah Waters. Mrs. Waters shared her concerns with the cancellation of the August 5, 2009 Board Meeting and how it left little time for staffing issues to be addressed. Also, Mrs. Waters shared her concerns regarding steps being in place to ensure the agenda is posted and that there should be one person responsible for the postings in each building. Mrs. Waters stated how happy she was with the 5th grade summer program and how she felt the program was a great experience and helpful to the 5th graders.

Public comment closed at 9:04 p.m.

ADJOURNMENT: Motion was made by Facklam, seconded by Millington to adjourn the August 19, 2009 Board Meeting at 9:05 p.m. **Ayes:** Linder, Weinert, Millington, Facklam, and Garcia. **Nays:** None. Members absent: Surroz and Carbone. **Motion carried.**

Respectfully submitted,

MARY GARCIA, Board President

SHAWNA DESECKI, Board Recording Secretary

Old Business

Second Reading of the Following Policies:

- 5:310 Educational Support Personnel;
Compensatory Time-Off,
- 5:185 General Personnel; Family and Medical Leave
- The policy relating to bullying does not have a number assigned to it but Section 7 of the Districts policy manual has policies that relate to students.

Educational Support Personnel

Compensatory Time-Off

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. §201 et seq., and (2) are not represented by an exclusive bargaining representative.

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §201 et seq.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

ADOPTED: February 5, 2007

Comment [a1]: Policy is updated after its five year review. The updated policy directs the superintendent to implement the policy in accordance with the FLSA.
Issue 66, February 2009

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An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

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LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §201 et seq.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:270 (Employment At-Will, Compensation, and Assignment)

ADOPTED: May 7, 2007

ALERT – This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative.

This policy implements the very complex Family and Medical Leave Act (FMLA) and a school board is urged to have its attorney review it before adoption. School officials should not rely exclusively on either PRESS Plus or the Federal Department of Labor material to make implementation decisions.

General Personnel

Family and Medical Leave

Leave Description

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act, for up to a combined total of 12 weeks each year, beginning September 1 and ending August 31 of the next year.

During a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered servicemember (defined herein) with a serious injury or illness. The "single 12-month period" is measured forward from the date the employee's first FMLA leave to care for the covered servicemember begins.

While FMLA leave is normally unpaid, the District will substitute an employee's accrued compensatory time-off and/or paid leave for unpaid FMLA leave. All policies and rules regarding the use of paid leave apply when paid leave is substituted for unpaid FMLA leave. Any substitution of paid leave for unpaid FMLA leave will count against the employee's FMLA leave entitlement. Use of FMLA leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 12 weeks, provided that the use of FMLA leave shall not serve to extend such other unpaid leave. Any full workweek period during which the employee would not have been required to work, including summer break, winter break and spring break, is not counted against the employee's FMLA leave entitlement.

FMLA leave is available in one or more of the following instances:

1. The birth and first-year care of a son or daughter.
2. The adoption or foster placement of a son or daughter, including absences from work that are necessary for the adoption or foster care to proceed and expiring at the end of the 12-month period beginning on the placement date.
3. The serious health condition of an employee's spouse, child, or parent.
4. The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.
5. The existence of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation. A "covered military member" must be either a member of a Reserve component or a retired member of the regular Armed Forces or Reserve. "Qualifying exigencies" exist in the following

Comment [a1]: Revised rules implementing the Family and Medical Leave Act (FMLA) took effect January 16, 2009. Many changes are significant. See the blue PRESS Memo for a full discussion of this topic and for links to valuable federal resources.
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Comment [a2]: The FMLA permits employers to choose among 4 methods for determining a 12-month period in which the 12-week entitlement occurs: fiscal year, calendar year, any other year, rolling year. While using a school year may be the easiest method to administer, another method may be more suitable for the district.
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categories: short-notice deployment, military events and related activities, childcare and school activities, financial and legal arrangements, rest and recuperation, post-deployment activities, and additional activities as provided in the FMLA regulations.

6. To care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness. A "covered servicemember" is a member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty for which he or she is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list.

If spouses are employed by the District, they may together take only 12-weeks for FMLA leaves when the reason for the leave is 1 or 2, above, or to care for a parent with a serious health condition, or a combined total of 26 weeks for item 6 above.

An employee may be permitted to work on an intermittent or reduced-leave schedule in accordance with FMLA regulations.

Eligibility

To be eligible for FMLA leave, an employee must be employed at a worksite where at least 50 employees are employed within 75 miles. In addition, one of the following provisions must describe the employee:

1. The employee has been employed by the District for at least 12 months and has been employed for at least 1,250 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than 7 years before the date of the most recent hiring, except when the service break is due to National Guard or Reserve military service or when a written agreement exists concerning the District's intention to rehire the employee.
2. The employee is a full-time classroom teacher.

Requesting Leave

If the need for the FMLA leave is foreseeable, an employee must provide the Superintendent or designee with at least 30 days' advance notice before the leave is to begin. If 30 days' advance notice is not practicable, the notice must be given as soon as practicable. The employee shall make a reasonable effort to schedule a planned medical treatment so as not to disrupt the District's operations, subject to the approval of the health care provider administering the treatment. The employee shall provide at least verbal notice sufficient to make the Superintendent or designee aware that he or she needs FMLA leave, and the anticipated timing and duration of the leave. Failure to give the required notice for a foreseeable leave may result in a delay in granting the requested leave until at least 30 days after the date the employee provides notice.

Certification

Within 15 calendar days after the Superintendent or designee makes a request for certification for a FMLA leave, an employee must provide one of the following:

1. When the leave is to care for the employee's covered family member with a serious health condition, the employee must provide a certificate completed by the family member's health care provider.
2. When the leave is due to the employee's own serious health condition, the employee must provide a certificate completed by the employee's health care provider.

Comment [a3]: The board may replace the eligibility section with the following optional language to deny eligibility to classroom teachers who have not worked 12 months for the district, but it should first analyze collective bargaining consequences and may wish to consult its attorney.

OPTION

To be eligible for FMLA leave, both of the following provisions must describe the employee:

1. The employee is employed at a worksite where at least 50 employees are employed within 75 miles; and
2. The employee has been employed by the District for at least 12 months and has been employed for at least 1,250 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than 7 years before the date of the most recent hiring, except when the service break is due to National Guard or Reserve military service or when a written agreement exists concerning the District's intention to rehire the employee.

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3. When the leave is to care for a covered servicemember with a serious illness or injury, the employee must provide a certificate completed by an authorized health care provider for the covered servicemember.
4. When the leave is because of a qualified exigency, the employee must provide a copy of the covered military member's active duty orders or other documentation issued by the military indicating that the military member is on active duty or call to active duty status in support of a contingency operation, and the dates of the covered military member's active duty service.

The District may require an employee to obtain a second and third opinion at its expense when it has reason to doubt the validity of a medical certification.

The District may require recertification at reasonable intervals, but not more often than once every 30 days. Regardless of the length of time since the last request, the District may request recertification when the, (1) employee requests a leave extension, (2) circumstances described by the original certification change significantly, or (3) District receives information that casts doubt upon the continuing validity of the original certification. Recertification is at the employee's expense and must be provided to the District within 15 calendar days after the request. The District may request recertification every 6 months in connection with any absence by an employee needing an intermittent or reduced schedule leave for conditions with a duration in excess of 6 months.

Failure to furnish a complete and sufficient certification on forms provided by the District may result in a denial of the leave request.

Continuation of Health Benefits

During FMLA leave, employees are entitled to continuation of health benefits that would have been provided if they were working. Any share of health plan premiums being paid by the employee before taking the leave, must continue to be paid by the employee during the FMLA leave. A District's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late and the District notifies the employee at least 15 days before coverage will cease.

Changed Circumstances and Intent to Return

An employee must provide the Superintendent or designee reasonable notice of changed circumstances (i.e., within 2 business days if the changed circumstances are foreseeable) that will alter the duration of the FMLA leave. The Superintendent or designee, taking into consideration all of the relevant facts and circumstances related to an individual's leave situation, may ask an employee who has been on FMLA leave for 8 consecutive weeks whether he or she intends to return to work.

Return to Work

If returning from FMLA leave occasioned by the employee's own serious health condition, the employee is required to obtain and present certification from the employee's health care provider that he or she is able to resume work.

An employee returning from FMLA leave will be given an equivalent position to his or her position before the leave, subject to: (1) permissible limitations the District may impose as provided in the FMLA or implementing regulations, and (2) the District's reassignment policies and practices.

Classroom teachers may be required to wait to return to work until the next semester in certain situations as provided by the FMLA regulations.

Implementation

The Superintendent or designee shall ensure that: (1) all required notices and responses to leave requests are provided to employees in accordance with the FMLA; and (2) this policy is implemented in

Comment [a4]: This section is optional.
Issue 66, February 2009

Comment [a5]: This sentence is optional.
Issue 66, February 2009

accordance with the FMLA. In the event of a conflict between the policy and the FMLA or its regulations, the latter shall control. The terms used in this policy shall be defined as in the FMLA regulations.

LEGAL REF.: Family and Medical Leave Act, 29 U.S.C. §2601 et seq., 29 C.F.R. Part 825.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:250 (Leaves of Absence),
5:310 (Compensatory Time-Off), 5:330 (Sick Days, Vacation, Holidays, and
Leaves)

ADOPTED:

Please compare to current district policy 5:185

General Personnel

Family and Medical Leave

Leave Description

Eligible employees may use unpaid family and medical leave, guaranteed by the federal Family and Medical Leave Act, for up to a combined total of 12 weeks each year, beginning September 1 and ending August 31 of the next year.

Other available paid vacation, personal, or family leave will be substituted for family and medical leave necessitated by birth, adoption/foster care placement, or a family member's serious health condition. Other available paid vacation, personal or sick leave will be substituted for family and medical leave necessitated by a family member's or employee's own serious health condition. Any substitution required by this policy will count against the employee's family and medical leave entitlement. The District will pay family leave or sick leave only under circumstances permitted by the applicable leave plan. Use of family and medical leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 12 weeks, provided that the use of family and medical leave shall not serve to extend such other unpaid leave.

Family and medical leave is available in one or more of the following instances:

1. The birth and first-year care of a son or daughter;
2. The adoption or foster placement of a child
3. The serious health condition of an employee's spouse, parent, or child, and
4. The employee's own serious health condition.

Employees may take an intermittent or reduced-hour family and medical leave when the reason for the leave is 3 or 4 above, with certain limitations provided by law.

Within 15 calendar days after the Superintendent makes a request, an employee must support a request for a family and medical leave when the reason for the leave is 3 or 4, above, with a certificate completed by the employee's or family member's health care provider. Failure to provide the certification may result in a denial of the leave request.

If both spouses are employed by the District, they may together take only 12 weeks for family and medical leaves when the reason for the leave is 1 or 2, above, or to care for a sick parent.

Eligibility

To be eligible for family and medical leave, an employee must either:

1. Have been employed by the District for at least 12 months (the 12 months need not be consecutive) and have been employed for at least 1,250 hours of service during the 12-month period immediately before the beginning of the leave, or
2. Be a full-time classroom teacher.

Notice

If possible, employees must provide at least 30 days' notice to the District of the date when a leave is to begin. If 30 days' notice is not practicable, the notice must be given within 2 business days of when the need becomes known to the employee. Employees shall provide at least verbal notice sufficient to make the District aware that he or she needs a family and medical leave, and the anticipated timing and duration of the leave. Failure to give the required notice may result in a delay in granting the requested leave until at least 30 days after the date the employee provides notice.

Continuation of Health Benefits

During a family and medical leave, employees are entitled to continuation of health benefits that would have been provided if they were working.

Return to Work

An employee returning from a family and medical leave will be given an equivalent position to his or her position before the leave, subject to the District's reassignment policies and practices.

Classroom teachers may be required to wait to return to work until the next semester in certain situations as provided by law.

Implementing Procedures

The Superintendent shall develop procedures to implement this policy consistent with the federal Family and Medical Leave Act.

LEGAL REF.: Family and Medical Leave Act, 29 U.S.C. §2601 et seq., 29 C.F.R. Part 825.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: May 7, 2007

Students

Harassment of Students Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student based upon a student's sex, race, color, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, ancestry, age, religion, creed, physical or mental disability, status as homeless, or other protected group status actual or potential marital or parental status, including pregnancy. The District will not tolerate harassing or intimidating conduct, or bullying whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment or intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, such as intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

Comment [nb1]: Policy is amended to specifically prohibit bullying. 105 ILCS 5/27-23.7(d), as amended by P.A. 95-349. A school district must communicate its policies on bullying to its students and their parents/guardians on an annual basis.

Issue 62, October 2007

Comment [a2]: An ISBE rule prohibits schools from discriminating against students on the basis of *sexual orientation* (23 Ill. Admin. Code §1.240). The Ill. Human Rights Act prohibits a school from denying a student "the full and equal enjoyment of [its] facilities, goods, and services" on the basis of sexual orientation (775 ILCS 5/5-101(11), amended by P.A. 95-668). However, the Act does not provide a remedy for "charges involving curriculum content, course content, or course offerings, conduct of the class by the teacher or instructor, or any activity within the classroom or connected with a class activity such as physical education." It defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth," (775 ILCS 5/103(O-1)). The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms (775 ILCS 5/5-103).

Issue 65, October 2008

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Name Dr. Ellen Correl, Superintendent
Address 565 Frederick Road
Grayslake, IL 60030
Telephone 847/543-5322

Complaint Managers:

Name	<u>Dr. Ellen Correl, Superintendent</u>	<u>Mr. Dan Aggen, Assistant Superintendent for Finance and Technology</u>
Address	<u>565 Frederick Road</u> <u>Grayslake, IL 60030</u>	<u>565 Frederick Road</u> <u>Grayslake, IL 60030</u>
Telephone	<u>847/543-5322</u>	<u>847/543-5323</u>

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: Title IX of the Educational Amendments, 20 U.S.C. §1681 et seq.
34 C.F.R. Part 106.
105 ILCS 5/10-22.5, 5/27-1; and 5/27-23.7.
775 ILCS 5/1-101 et seq.
23 Ill. Admin. Code §1.240 and Part 200.40 et seq.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Sexual Harassment), 7:10 (Equal Educational Opportunities); 7:190 (Student Discipline)

ADOPTED: February 5, 2007

Students

Aggressive Behavior and Bullying

Aggressive Behavior

The Board recognizes that there are certain behaviors and types of conduct that, if tolerated, would have a significant negative impact upon the learning environment, impeding effective teaching and learning. These behaviors, characterized as violent or aggressive, will not be tolerated and will result in immediate district action.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall receive appropriate intervention to alter or modify the behavior before a disruptive incident occurs and shall be subject to disciplinary action when appropriate.

Students shall be instructed to recognize the warning signs of future violent or aggressive behavior in themselves and others, and shall report threatening behavior or potentially violent situations to appropriate school officials. All reports shall be investigated.

Acts of violence and aggression shall be well documented and communicated by school personnel to the Building Principal and the Superintendent. Immediate involvement of parents/guardians is also essential. When such behavior or conduct constitutes a violation or potential violation of law, law enforcement authorities will be involved.

Violent or aggressive behavior is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and/or aggression carries with it the implication of risk of violence and probability of harm or injury.

Violent and/or aggressive behavior or conduct includes, but is not limited to, the following:

- a) **Bullying** - see below.
- b) **Defiance** - bold resistance, challenge or opposition to a legitimate authority.
- c) **Discriminatory slurs** - insulting, disparaging, derogatory or demeaning comments made directly or by innuendo regarding a person's race, gender, sexual orientation, religion, national origin or ethnic background, or disability.

- d) **Extortion** - the use of verbal or physical coercion or intimidation in order to obtain money or property from others;
- e) **Gang activity** - as described in Board Policy _____.
- f) **Intimidation** - an act intended to threaten, frighten or coerce another person into submission or discourage or inhibit by or as if by threats.
- g) **Physical assault or battery** - the imminent threat of or the act of striking or touching an individual or the individual's personal property with the intent of causing hurt or harm.
- h) **Possession, threat with, or use of a weapon** - as described in Board Policy _____.
- i) **Sexual harassment** - as described in Board Policy _____.
- j) **Stalking** - the persistent following, shadowing, contacting, watching, surveillance or any other such threatening actions that disrupt an individual's sense of well being or personal safety.
- k) **Vandalism** - damaging, destroying or defacing public or private property.
- l) **Verbal abuse** - includes, but is not limited to, swearing, cursing, screaming, making obscene gestures or threats in person, by telephone, or in writing, at an individual, his or her family, or a group.

Bullying

Hazing, bullying, menacing, victimization or abuse of students will not be tolerated. Any student who engages in an act or conduct that injures, degrades, demeans, belittles or disgraces another student, or interferes with a student's opportunity to learn or derive educational benefit shall be subject to appropriate disciplinary action.

Bullying is defined as one or more individuals inflicting physical, verbal or emotional abuse on another individual or individuals. Bullying takes many forms and can include many different behaviors, including, but not limited to:

- a) physical violence and attacks;
- b) verbal taunts, name-calling and put-downs, including, but not limited to, ethnically-based verbal abuse and gender-based put-downs;

- c) threats and intimidation;
- d) extortion or stealing of money and possessions;
- e) ostracism and exclusion from the peer group.

A student who engages in any act of bullying is subject to appropriate disciplinary action, including suspension, expulsion or referral to law enforcement authorities.

A comprehensive program, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school-wide, classroom and individual. In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the negative effects of bullying. It is necessary for students to promote the concept that caring for and respecting others is a valid quality, one that is accepted and encouraged.

The Superintendent shall develop rules and procedures for implementing the provisions of this policy. In addition, students and parents shall be notified of this prohibition against violent or aggressive behavior and bullying and the penalties for violating the prohibition by posting such information at each school and by including such information in student and parent handbooks.

LEGAL REFERENCE: 105 ILCS 5/10-20.14
105 ILCS 27-23.7

ADOPTED: _____

AMENDED: _____

Students

Aggressive Behavior and Bullying -- Administrative Procedure

Purpose

The purpose of this policy on aggressive behavior and bullying is to promote consistency of approach and to create an environment in which all forms of bullying are considered unacceptable.

Goals

The no-bullying program within District 46 schools aims to accomplish the following goals:

- a) To foster a secure, comfortable and positive environment free from threat, harassment and any form of bullying behavior;
- b) To take positive, pro-active measures to stop bullying from happening;
- c) To inform school personnel of their role in developing and fostering the knowledge and attitudes which are necessary to achieve these goals; and
- d) To make parents and students aware of the District's expectations and to promote an effective team approach to maintaining a bully-free climate.

Definition of Bullying

Bullying is defined as one or more individuals inflicting physical, verbal or emotional abuse on another individual or individuals. Bullying takes many forms and can include many different behaviors, including, but not limited to:

- a) physical violence and attacks;
- b) verbal taunts, name-calling and put-downs, including, but not limited to, ethnically-based verbal abuse and gender-based put-downs;
- c) threats and intimidation;
- d) extortion or stealing of money and possessions; and
- e) ostracism and exclusion from the peer group.

School Personnel Responsibilities

- a) To establish, post notice of and enforce specific class rules prohibiting bullying, including notifying students of the consequences for violating such rules;
- b) To investigate all incidents of bullying or aggressive behavior and document the results of the investigation;
- c) To discuss bullying incidents separately with both the bully and the victim and their respective parents, seeking parental input in designing an effective plan of action;
- d) To take appropriate action or refer the incident to the school principal or central office administration;
- e) To develop and promote the use of early interventions which are least intrusive and most effective;
- f) To endeavor to change and modify the behavior of bullies through class discussions, group and individual counseling, reinforcement and sanctions where appropriate;
- g) To provide support to bullying victims through individual and peer counseling;
- h) To foster communication and discussions regarding bullying and aggressive behavior among administration, non-administrative personnel, parents and students;
- i) To foster the use of a range of teaching and learning styles and strategies which emphasize positive assertiveness and deter bullying and aggressive behavior, including strategies for student-centered problem solving regarding bullying;
- j) To acknowledge and encourage positive, friendly and supportive behaviors of students toward one another; and
- k) To include instruction in non-violent, non-racist and non-sexist ideas, values and behaviors as an integral part of the regular curriculum.

Critical Considerations in Confronting Bullying

The following are appropriate measures to be considered by personnel when undertaking the responsibilities set forth above.

- a) A curriculum which fosters positive communication, friendship and respect for others;
- b) Consistent and immediate consequences for aggressive behavior and bullying;

- c) Acknowledgment of and encouragement of pro-social and positive and helpful behavior by students;
- d) Survey of bully/victim problems to determine the scope of the problem in each school;
- e) Awareness and involvement on the part of adults regarding bully/victim problems;
- f) Increased communication among administrative and non-administrative school personnel, parents and students;
- g) Prompt and thorough investigation of bullying concerns raised by students, parents and school personnel;
- h) Specific class rules prohibiting bullying;
- i) Class discussions about bullying;
- j) Individual conferences with bullies and with victims;
- k) Conferences with parents of bullies and victims;
- l) Discussion of bullying and aggressive behaviors by the school's parent/teacher organization;
- m) Enlisting classmates in including bullying victims in group activities at school;
- n) Fostering a cooperative atmosphere and reducing emphasis on competitiveness;
- o) Awareness and avoidance of stereotyping on the basis of gender, race, religion, or cultural background; and
- p) Appropriate supervision by school and volunteer personnel during lunch time, recess and changing of classes.

New Business

Rough Draft of 5 year Plan.

(Rough meaning open to comments, suggestions, corrections, committee and community input)

All estimates based on a general average budget of 300k per year.

Projection in the classrooms for those not already equipped with a SmartBoard.
Projection devices to also include amplified audio.

Upfront recommendation: Shift from a 5 year plan to a 3 year plan to align with the Illinois Technology Integration Plan and E Rate compliance. We are currently in the second year of our state plan, and will need to file again next year.

GOALS

- To use technologies *as tools* to help teachers improve their instruction.
- To use technology not only to help make instruction *more effective* but to use technology to make effective instruction *more accessible*.
- To enhance the learning environment, both within and beyond the classroom

Educators will use the available technology *as tools* in creating innovative learning environments, to deliver instruction, and to assess the effectiveness of that instruction. They will also use available technology tools in assessing and accessing their own professional development needs and solutions, and in improving their own management and efficiency.

Parents will have more opportunities to be involved in their children's learning, to have more information, and to improve their own knowledge and skills.

Community will have increased access to information on all programs and activities that are district based.

Year 1 (2009/2010)

Focus: Delivery of **Professional Development**

A well established recommendation is to devote 1/3 of technology funds to professional development. Our focus in the past was to get technology in the schools. We now shift to using that technology in a more efficient manner, reaching 1/3 of the teaching staff per year over 3 years. It is our hope to use the technology we have to deliver this instruction to teachers in innovative and pioneering ways which may save the district money if can be done more efficiently than traditional delivery.

Professional Development (foundation skills)

Motivational Speakers
Inservice
Web based
Video based

Phase 1 Procurement of classroom projection \$ ~60k
Projection equipment will make immediate use of current teacher laptops for more effective delivery of instruction. This is the most immediate way that technology can directly benefit student learning. Classrooms

Last Payment lease payment of Lab computers \$ ~112k.

Year 2 (2010/2011)

Focus: Research of **Electronic Delivery of Instruction (EDI)**.

What will it take to truly go paperless?

- Paperless handouts and assignments
- Replace textbooks
- On-line curriculum.

What would need to happen to make that possible?

- infrastructure upgrades
 - better access from home
 - better mobile device access
- training
- parent involvement
- community participation

Leveraging of tech already in student hands: how to integrate tech students already own.

- mobile phones
- personal digital assistants
- online consoles
- personal laptops
- home computers

Equitable Access to Instruction for students and community

Continued delivery Professional Development (foundation skills)

Motivational Speakers
Inservice
Web based
Video based

Network upgrades (routers, staff & student servers, web services) \$~100k
Phase 2 Procurement of classroom projection devices. \$ ~60k

Year 3 2011/2012

Focus: **Research Emerging Platforms**

•Netbooks

Netbooks as a platform for deployment are not quite there yet, but by 2012, we believe they have a potential to change the price point for laptops to make one to one deployments to students a possibility.

Options to consider:

- Bring in new laptops at 8th grade, last class goes to 7th, 7th to 6th, etc.
 - Newest technology stays at higher grades.
 - Each grade skips upgrades 2 model years.
- Laptops brought in at 5th grade stay til 8th.
- Hand Held devices (Cell Phones, Palm, iTouch)
 - Many students already have some kind of personal device.
- Kindle devices (electronic paper)
 - "Electronic Paper" devices are just hitting the market and may change the way books are delivered

Continued Professional Development (foundation skills)

Motivational Speakers
Inservice
Web based
Video based

Phase 3 Procurement of classroom projection devices. \$ ~60k
Phone system upgrade \$~300k
Service upgrades for EDI \$\$ based on year 2 research.

Year 4 2012/2013

Focus: **Finalize and lock down** findings from year 3 for EDI (Electronic Delivery of Instruction)

- Netbook platform
- Hand Held Platform
 - Kindle
 - iTouch
- Start planing for next 5 year cycle.

Year 5 2013/2014

Purchase and deploy based on finalized plan from year 4.
Continue planning for next 5 year cycle.

Additional notes:

Educators to create personalized professional development plan for using technology tools; a self-assesment of what is needed to move forward with using technology to maximize its benefit.

Inservice opportunities should focus on the changing role of the teacher and focus on the changing patterns of student technology use.

Educators should have access to online, on-target, on-demand resources--"just-in-time learning systems"--as appropriate.

Ensure hardware access for all learners
Ensure connectivity for all hardware
Provide high quality content and teaching resources.
Measure, evaluate and report.

2008 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

FREDERICK SCHOOL

http://www.isbe.net/sos/word/eplan_school_template.doc

This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.

Directions: Complete and update these pages in response to 2008 assessment data with the assistance of your area RESPRO. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]

ISBE will provide feedback on your plan after local board approval and submission via the Interactive Illinois Report Card at <http://iirc.niu.edu>. Plans that have not complied with requirements will be returned for changes and resubmission.

What comprises "compliance" for these plans?

- All required sections completed. [Follow the directions in the School Improvement Plan Guide.]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site <http://iirc.niu.edu/>

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

Frederick School did not make annual yearly progress for both 2008 and 2009. In 2008 and 2009, Students with Disabilities did not meet in the areas of reading and math. In 2009, Hispanic and Economically Disadvantaged students did not meet in the area of math. The percentage of students in the Economically Disadvantaged sub group has increased from 2007. As we see the increase, the number of students in that sub group meeting AYP has significantly decreased.

Reading: From 2003 to 2005, our "all subgroups" category remained fairly flat with scores ranging from 67% to 73%. In 2006, that group showed a significant jump to 80%, increasing to 86% in 2008 with a slight drop to 82% in 2009. The "white" subgroup, our largest, follows that pattern as it increased from 70% AYP in 2004 to 90% in 2008, with a slight drop to 86.5% in 2009. Our Hispanic subgroup, except for its high of 79.8% in 2007, has remained in the mid 60% AYP range for the past four years. The Asian/PI subgroup, our highest, has increased from 86% in 2006 to 94% in 2009. Students with disabilities (our lowest performing subgroup) increased 20% from 2003 to 2007, then showed a drop to 46% in 2008 and 45% in 2009. Students in the economically disadvantaged subgroup have remained flat over the past five years, achieving AYP in the 60-70% range.

Math: From 2003 to 2005, our "all subgroups" category remained flat, performing at 80% proficiency level. In 2006, this group increased AYP to 87%, and has showed flat to slightly decreasing scores to 82% in 2009. From 2003 to 2009, our white subgroup has ranged from 82% to 89% AYP. From 2006 to 2009, our Hispanic students have showed a decreasing trend as AYP has ranged from 78% to 63.4% with slight volatility during that time span. Our Asian/PI students have achieved AYP in Math at the highest level scoring from the 91% to 96% range from 2006 to 2009. Students with disabilities have a more volatile trend, but have mostly met AYP at the 45% to 50% range in most years. In 2009, this subgroup achieved at 46.3%, which was short of the safe harbor target of 52%. Our economically disadvantaged subgroup has a volatile trend over time, ranging from 50% to 71% AYP. In 2009, this subgroup scored at 58.3%, below the safe harbor target of 65.1%.

The 2008 District Report Card Data indicates the following areas of strength:

- All other sub groups including our Economically Disadvantaged met AYP.
- Frederick School exceeds the state average for meets/exceeds AYP (Frederick = 85% vs. State = 79%).
- 94% of students without disabilities meet or exceeded state standards in the area of reading.
- 92% of students without disabilities meet or exceeded state standards in the area of math.
- The number of students without disabilities who exceed has increased from 24% to 34% in reading.
- The number of students without disabilities who exceed has increased from 22% to 28% in math.

The 2008 District Report Card Data indicates the following areas of weakness:

- Students in disabled sub group did not meet AYP in the area of Reading (45.9% met).
- Students in disabled sub group did not meet AYP in the area of Math (46.7 met).

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The following external factors have contributed to the results.

- Frederick's Students with Disabilities population has increased since 2006. In 2006 Frederick tested 103 Students with disabilities. In 2009 164 students with disabilities were tested.
- There has been an increase in the poverty rate more than doubling from 7% in 2006 to 16% in 2009.
- From 2001 to 2008, our Hispanic enrollment has increased over 6%, which is consistent with district and state trends.
- Although white students continue to represent the majority of our population, this proportion has decreased to about 75% with the balance comprised mostly of Hispanic, Black, Asian students.
- The number of students with limited English proficiency has increased over that time span, but remains below the minimum subgroup size of 45 at each school.
- There has been an increase in the number of students belonging to multiple subgroups that do not meet the AYP requirements. In 2009, 85% of the students who represented both the Economically Disadvantaged and Disabled subgroup did not meet AYP.

The following internal factors have contributed to the weakness in student performance.

- There was inconsistent use of intensive reading instruction.
- There was inconsistent instruction following Illinois state standards. A new Language Arts/Literature series was implemented during the 2008-2009 school year.
- There was lack of evidence-based interventions used consistently throughout the school district.

The following internal factors have contributed to the strengths in student performance.

- Recent implementation of universal screening identified students requiring additional supports.
- Local assessment results are used to level courses in order to differentiate instruction for students upon entering Frederick School.
- Parental involvement is high, 99% of parents attend parent teacher conferences in both Fall and Spring.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

Frederick School will continue to monitor subgroups that will not meet AYP in the areas of reading and math within the next two years. These subgroups include: Students with Disabilities, Hispanic, Economically Disadvantaged. In 2011 when targets reach 85%, our "all" subgroup in both Reading and Math would not meet AYP. We need to further examine instructional practices in order to meet the needs of our disabled subgroup.

Frederick School is a fifth and sixth grade attendance center. Articulation with K-4 feeder schools is critical for the success of all students. Frederick School must continue to work with all students to recognize the importance of data in the goal setting process. Our expectations must also include helping students who are meeting standards increase their performance in order to exceed standards.

Improvement Planning: Internal Factors

Frederick School must increase efforts to provide parents with resources that can support students in math and literacy. There needs to be opportunities for articulation with K-4 feeder schools with a focus on curriculum standards. A survey of staff on the usage of curriculum based assessment and professional development needs will help assess our needs. Frederick must also continue to use universal screening assessments to identify and develop intervention strategies allowing for opportunities for students to receive focused instruction based on need. At a district level, we need to examine overall achievement trends from grade to grade rather than building to building.

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

The district uses NWEA MAP data to monitor student progress. Each student participates in MAP testing in the Fall and Spring. Students identified in the bottom 25th percentile in the Fall are tested again in the Winter. MAP data is used by teachers to set goals and measure growth.

Reading:

- In Reading 61.4% of fifth graders met their growth targets in the Spring, 2009.
- In Reading 60.7 % of sixth graders met their growth targets in the Spring, 2009.
- According to Spring MAP Reading data, 76.9% of fifth graders were predicted to make AYP. 75.8% did meet AYP.
- According to Spring MAP Reading data, 85.5 % of sixth graders were predicted to make AYP. 85.1% did meet AYP.

Math:

- In Math 46.7 of fifth graders met their growth targets in the Spring, 2009.
- In Math 59% of sixth graders met their growth targets in the Spring, 2009.
- According to Spring MAP Math data, 81.7% of fifth graders were estimated to make AYP. 76.3% did meet AYP.
- According to Spring MAP Math data, 84.5 % of sixth graders were estimated to make AYP. 85.1% did meet AYP.

2008-2009 baseline School Wide Information System (SWIS) data will be used to determine the impact of behavior on student achievement. Initial data indicated that 90% of Frederick students have 1 or fewer reported behavior infractions. Of the total referrals by location, initial data indicated that 36% of all referrals occur within the classroom.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The following factors have contributed to the results:

- Our core instruction is successful. 80-85% of our students are meeting standards.
- We have seen an increase in our special education numbers over the past three years.
- Our core behavior program results in 90% of our students receiving one or fewer behavior referrals.
- Our interventions for students with needs are limited and lack in intensity and consistency.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

- We need to focus on increasing activities and resources that can promote academic growth for our all learners with an understanding that the Economically Disadvantaged and Disabled sub groups are in need.
- We need to offer low cost or free programming that can benefit all sub groups including Economically Disadvantaged.
- We can use our data to identify students needing interventions and increase academic support through our RTI process.
- We need to increase student awareness of achievement data by helping students use scores for goal setting and monitoring their own progress.
- We must develop opportunities for staff to examine and analyze local data on a monthly basis, consistently using local data for instructional planning.
- Our goal must focus on the need for more students to meet and exceed growth targets in reading and math.
- Survey staff annually on the extent to which information provided in professional development meetings has been incorporated into their teaching.
- Incorporate questions about the use of data, scientifically based interventions, and SIP initiatives during the pre-observation conversation prior to the evaluation observation.

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Frederick's attributes and challenges include:

Frederick School has a high level of teacher and parent communication, attendance for conferences is 99%. Some challenges we face include an increase in the number of students in the Disabled, Economically Disadvantaged sub groups. Our class sizes range from 28 - 30. Some students enter Frederick School with achievement gaps below grade level. Students attend Frederick School for two years we must rely on data from feeder schools.

Factors – In what ways, if any, have these attributes and challenges contributed to student performance results?

The following factors contribute to student performance

- There are limited grade level articulation opportunities built into professional development.
- There are limited articulation opportunities with staff from K- 4 feeder schools.
- Performance data for incoming Frederick students is not received until the late spring and not received by teachers until the start of the new school year. This results in a reactionary approach rather than proactive approach in establishing long range plans that respond to students' needs.
- Training to use local assessment data such as NWEA, AIMS needs to be developed in order to guide instructional practices.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

These factors imply that Frederick needs to engage in the following:

Frederick will incorporate the use of local assessment tools such as AIMS Web and NWEA in both the areas of reading and math. The use of universal screening and a tiered model will help to identify and place students appropriately addressing their needs. Our data will determine the intensive services offered to students. We must provide staff development opportunities with a focus on differentiated instruction, data analysis and the RTI process.

Our building goals will include improving achievement scores of all students. We will help students who are currently meeting standards move to exceed. Our programs and supports will be offered at little or no cost to parents (after school programs such as homework club and reading and math programs).

As a two-year school, transition programs must continue to be a focus. A Kick-Off Camp will be implemented for the 2009 school year. This program allows students to familiarize themselves with Frederick during a one-week summer

program. Monthly activities will be offered to those students to continue the transition efforts.

The math curriculum is currently in a renewal process. Scientifically based materials are being reviewed for the 2010 school year. We will begin the use of AIMS Web Math which will provide a research based approach for screening mathematics.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

For this section do we need to take from the DIP? Insert ISAT Performance Data from School Report Card?

The 2008-2009 School Report Card data show that 52% of teachers in the district have a Masters degree and above. Additionally all students at Frederick School are taught by highly qualified teachers. The district does provide limited tuition reimbursement as well as monies to attend workshops and conferences. There are 5.5 district in-services days during each school year. Frederick School has 2 days to meet with their school improvement team. Substitute teachers are provided by the district, allowing teachers to participate. Frederick professional development has focused on building goals in the areas of reading, math and behavior.

Factors – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

The district initiative has been to implement Response to Intervention. Conversations and training in year one has focused around defining core curriculum and analyzing data to make instructional decisions. Staff will need continued professional development on differentiation and Tiered instruction as we collect multiple data points.

- Professional development, although based on school improvement goals, was not linked directly to raising student achievement.
- In 2008-2009 AIMS Web benchmarking began with limited training in data interpretation.
- NWEA MAP data is being used at a basic level with limited use of all the data tools NWEA has to offer.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

Frederick School needs to focus professional development on data analysis of student performance data. School improvement goals must emphasize raising student achievement. Grade level and building meetings need to focus on using data to inform and determine the need for supplemental instruction.

A winter testing window needs to be added for students achieving below the 50th percentile. Using more data points will require more time for analysis and training. The results of the analysis can determine programming and the scheduling of supplemental instruction mid-year.

Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement

Data – Briefly describe data on parental involvement. What do these data tell you?

Frederick has above average parent involvement. Parent attendance for conferences is 99%. Numerous opportunities for parents to be involved in their child's education include; a Back to School Night, a goal setting conference in the fall, and student involved conference in the spring. Special events attended by parents include; plays, museum projects, heritage days, and a Family Book Club offered to all families twice per year. Our PTO sponsors a Family Night. Other activities include band and chorus concerts three times per year, and DARE graduation attended by fifth grade parents each semester.

Factors– In what ways, if any, has parental involvement contributed to student performance results?

- Parents receive continual communication from staff through newsletters, progress reports, report cards.
- Our PTO provides resources and funding to increase opportunities for students to attend trips and have special guest speakers/assemblies that support the curriculum.
- Electronic communication has been a valuable way to inform parents of upcoming events and time sensitive information.
- The Power School portal is open for parents to view an electronic grade book of their student's assignments and assessments.
- There are limited opportunities for parents to be involved in committee work at the district and building level.
- PTO meetings are poorly attended requiring the PTO Board to assume many responsibilities for the organization.
- There has been inconsistent parent involvement in the School Improvement Team.

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Frederick School recognizes the importance of communication with our parents. Historically parents begin to become less involved in volunteering at the school when their children reach grade five. Many parents who were invested in the K-4 elementary building find it more difficult to attach to a two-year school.

- Efforts to increase communication about academics will become easier with the use of the parent portal of Power School (implementation Spring 2009).
- Electronic communication will continue reaching more families and reduce the need for paper communication in backpacks.
- A focus on including more families in special events continues to be a goal for improvement.
- Our Family Book Club is evolving to include more families and struggling readers.
- School improvement committee meetings need to be held monthly with more parent involvement.

Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the district's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

Summary Conclusions: *(For Worksheets, you will need to type in the factors and conclusions about next steps from each section. On-line, these will populate automatically.)*

I-A. Report Card Data:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

The following needs to be considered at both the district and building level in order to positively impact student achievement.

- We need to focus efforts on ensuring the consistency of the core curriculum.
- We will continue to use formative assessment and benchmarking having staff use data to inform instruction.
- We need to differentiate our instruction of the curriculum including the service delivery methods.
- We must continue to provide training and resources needed to differentiate instruction.
- We will implement effective tier 2 and tier 3 instruction and progress monitoring for at risk students.
- We need to examine behavior and motivation and its impact on achievement.
- We need to provide early identification and intervention addressing students' needs at an early age by establishing articulation with K-4 feeder schools.
- Being a two-year 5th and 6th grade school, we will examine data from students entering Frederick before the start of the school year.
- We need to examine the instructional practices that we have in place for students with disabilities.
- We will keep our parents informed about achievement goals and our progress.
- We will focus on high student achievement for all sub-groups.

Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the "Manage Objectives" link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your school:

☐ IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

Objective 1.

Short title for this objective (under 20 words):

Reading

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Currently 82.2% of our students met or exceeded AYP in Reading for 2009, only 45.3% of our students with disabilities achieved Reading AYP, which is below the safe harbor target of 51.3%. Our objective is for all students, including students with disabilities, to meet AYP in Reading to at least 77.5% in 2010 and 85% in 2011 or safe harbor.

This objective covers the following areas of AYP deficiency (check all that apply):

IIRC populates:

- ☐
- ☐
- ☐

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-B Action Plan - Strategies and Activities for Students

Short title for Objective 1:

Reading

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Section II-B Action Plan - Strategies and Activities for Students (continued)

Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
All Students will receive core instruction according to grade level state standards in Reading and Language Arts for a minimum of 80 minutes per day.	August 2009	June 2011	During School	General Funds	Based on district figure of \$118 per student. FS= \$91,804
All students will participate in common formative reading assessments administered at the end of each unit by all teachers.	August 2009	June 2011	During School	General Funds	Included in above costs.
Students will participate in MAP testing in both Fall and Spring and AIMS Web benchmarking three times per year.	August 2009	June 2011	During School	General Funds	\$6.25/student FS= \$4,862
Using data such as Fall MAP, AIMS, ISAT, and classroom data, students will be identified to receive supplemental targeted reading instruction.	August 2009	June 2011	During School	General Funds	Included in above costs.
Students identified for Tier 2 instruction will receive 20-40 minutes of daily supplemental instruction in addition to 80 minutes of core instruction.	August 2009	June 2011	During School	General Funds	\$5,000

Interventions will incorporate evidence-based resources in the areas of decoding, comprehension or fluency. (These may include Rewards, Read Naturally, Tune in to Reading, Making Connections)					
Students identified for Tier 3 instruction will receive 40- 60 minutes of daily supplemental instruction in addition to 80 minutes of core instruction. Interventions will incorporate evidence-based resources in the areas of decoding, comprehension or fluency. (These may include Wilson, Seeing Stars, Read Naturally, Tune in to Reading, Making Connections)	August 2009	June 2011	During School	General Funds	\$5,000

Section II-C Action Plan - Professional Development Strategies and Activities

Short title for Objective 1: Reading

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
A data room will house a visual representation of students' achievement data. Teams will meet in the data room twice monthly to monitor and discuss progress.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	\$2,000
The school improvement team will research scientifically based interventions to be shared at the building level, that will best meet the needs of students in the areas of decoding, comprehension and fluency.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	\$5,000
Staff will be trained in ways to communicate with parents electronically, such as the use of wikis and PowerSchool (introduced at Back to School Night program).	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Staff will be working on committees and will focus research in the area of reading. Their findings will be shared with the staff monthly.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Grade level teams will identify and define core curriculum using the curriculum maps as a road map.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Articulation district-wide must focus on curriculum,	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

interventions, and data analysis.					
Staff will work with District RTI Coach to review best practice in progress monitoring for students receiving tier 2 and tier 3 instruction. Intensity and frequency of services need to be examined.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

Short title for Objective 1: Reading

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
Each parent will have opportunity to discuss MAP and ISAT results at the Fall goal setting conference.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will have access to an on-line communication resource, which will provide curriculum resources and updates.	August, 2009	June, 2011	<input type="checkbox"/> All	General Funds	0
Each parent will participate in a survey asking for feedback on what programs could be offered.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will have an opportunity to view teacher wiki's that outline key skills for units of reading instruction.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will receive the	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

student goal setting sheet from MAP and the student profile from AIMS as we involve them in data based conversations.					
Opportunities for parents to become part of the SIP team or sub-committee will be encouraged.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
			<input type="checkbox"/>		
			<input type="checkbox"/>		

Section II-E Action Plan - Monitoring

Short title for Objective 1: Reading

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

- A calendar of professional development will be created to include SIP committee meetings, Team meetings and data meetings.
- We will continue to monitor students meeting/not meeting using NWEA, AIMS, ISAT. The key data will be collected twice per year, three times per year for students at risk.
- We will use NWEA and AIMS to monitor the percentage of students at each grade level meeting the ISAT cut points.
- We will examine the percentage of students meeting proficiency on curriculum-based assessments.
- Survey data will be collected (by the building committees) to determine the extent that the curriculum-based assessments are being used and the results found.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Eric Detweiler	Principal
Cathy Santelle	Assistant Principal

Objective 2.

Short title for this objective (under 20 words):

Math

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Currently 82.2% of our students met or exceeded AYP in Math for 2009, only 63.4% of our Hispanic students met the AYP target. Our students with disabilities subgroup achieved Math AYP at 46.3%, which is below the safe harbor target of 52%. 58.3% of our Economically Disadvantaged students met AYP. Our objective is for all students, including Hispanic students, Economically Disadvantaged students and students with disabilities, to meet AYP in Math to at least 77.5% in 2010 and 85% in 2011 or safe harbor.

This objective covers the following areas of AYP deficiency (check all that apply):

IIRC populates:

☐☐☐

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-B Action Plan - Strategies and Activities for Students

Short title for Objective 2:

Math

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D.

Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Section II-B Action Plan - Strategies and Activities for Students (continued)

Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
All students will receive core instruction in math 60 minute per day.			During School	General Funds	Based on district figure of \$118 per student. FS= \$91,804
Common formative math assessments will be administered and evaluated by all teachers at the end of each unit.			During School	General Funds	Included in above costs.
Grade level teams will use information from the NWEA strands to group students based on their needs.			Before School During School	General Funds	0
Students identified as needing math interventions will be provided with opportunities for supplemental instruction as teachers determine the needs for interventions.			During School	General Funds	\$5,000
All students will participate in Math CBMs using AIMS Mathematics			During School	General Funds	Based on \$5 per student. FS= \$3,890

Concepts and Applications three times per year.					

Section II-C Action Plan - Professional Development Strategies and Activities

Short title for Objective 2: Math

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.	Fund Source	Amount
We will articulate with K-4 feeder schools in the areas of data, interventions, and consistency of services for students at risk.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Grade level teams will use formative assessment data to design classroom interventions.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Our Math SIP Committee will organize the development of common unit assessments.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	\$100
We will provide opportunities for teams to work with math data on a bi-monthly basis including AIMS, MAP, unit assessments, and classroom data.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
The Data Den will be a room used to display student data and visually represent growth in math.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	\$2,000
We will use curriculum maps as a tool to articulate grade level standards twice per year from grade 4 to 5.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

We will identify core instruction priorities based on student data.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

Short title for Objective 2: Math

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii)). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Each parent will have opportunity to discuss NWEA MAP AIMS Web, and ISAT results at the goal setting conference in the fall.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will have access to an on-line communication resource, which will provide curriculum resources and updates.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will participate in a survey asking for feedback on what programs could be offered.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will have an opportunity to view teacher wiki's that outline key skills for units of math instruction.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0
Each parent will receive the student goal setting sheet from MAP and the student profile from AIMS as we involve them in data based conversations.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	\$100
Opportunities for parents to become part of the SIP team or sub-committee will be encouraged.	August, 2009	June, 2011	<input type="checkbox"/> During School	General Funds	0

			<input type="checkbox"/>		
			<input type="checkbox"/>		

Section II-E Action Plan - Monitoring

Short title for Objective 2: Math

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

- A calendar of professional development will be created to include SIP committee meetings, Team meetings and data meetings.
- Survey data will be collected (by the building committees) to determine the extent that the curriculum-based assessments are being used and the results found.
- Staff will monitor the AIMS growth targets.
- We will examine the percentage of students meeting proficiency on curriculum-based assessments.
- We will continue to monitor students meeting/not meeting using NWEA, AIMS, ISAT. The key data will be collected twice per year, three times per year for students at risk.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Eric Detweiler	Principal
Cathy Santelle	Assistant Principal

Section III - Development, Review and Implementation

Part A. Parent Notification

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*Requirement for Title I Schools only*)

Frederick School is not a Title One school. Parents visiting our district website can link directly to the Interactive School Report Card on the ISBE website. Parents are invited to participate on our School Improvement Committee. We notify our parents of student achievement and our school improvement goals by sharing information at Back to School Night programs and through electronic newsletter updates. Individual Map and ISAT scores are sent home to parents.

Section III - Development, Review and Implementation

B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Description

The Frederick School Improvement team historically meets three - four times per year to analyze data and establish goals for improvement. This committee involves members of the staff including teachers, social workers, psychologist, specialists and administrators. Parents play an important role on this committee. Progress is communicated to the staff throughout the year. The SIP document is reviewed by staff and the Board of Education. It is our goal for the 2009-2010, and 2010-2011 school years to meet monthly with the SIP team, focusing monthly staff meetings on data progress and incorporate ways to monitor student activities through our SIP Goal Committees.

Names and Titles of School Planners

Names and titles of school improvement team or plan developers:

	Name	Title	Delete
1	Lori Abrahams	Media Specialist	<input type="checkbox"/>
2	Michele Beye	Special Educator	<input type="checkbox"/>
3	Eric Detweiler	Principal	<input type="checkbox"/>
4	Jodi Greissinger	PE	<input type="checkbox"/>
5	Laura Kazmer	Reading Specialist	<input type="checkbox"/>
6	Lisa Lagudem	Teacher	<input type="checkbox"/>
7	Amy Lechman	Teacher	<input type="checkbox"/>
8	Sue Murrow	Social Worker	<input type="checkbox"/>
9	Jamie Pearlstein-Marion	Psychologist	<input type="checkbox"/>
10	Cathy Santelle	Assistant Principal	<input type="checkbox"/>
11	Kathy Skamra	Teacher	<input type="checkbox"/>
12	Denise Wilcox	Teacher	<input type="checkbox"/>
13	Nancy Brezinski	Parent	<input type="checkbox"/>
14	Linda Soto	Parent	<input type="checkbox"/>
15	Dina Pierce	Parent	<input type="checkbox"/>

Section III - Development, Review and Implementation

Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review:

Frederick School will participate in a peer review on September 15, 2009. Members from surrounding districts and personnel from the Regional Office of Education will review the school improvement plan offering guidance and suggestions. Frederick will be matched with a school that has similar needs. Feedback will be used to provide clarity and detail to the plan as part of the improvement process. The ISBE SIP monitoring tool will be used.

Section III - Development, Review and Implementation

Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The district mentoring program consists of articulation with a job-alike mentor, a person in a similar role. Monthly new staff meetings at the building level focus on topics such as curriculum, grading/assessment and reflective practice. It is necessary to include data analysis as part of on-going training for new professionals.

Section III - Development, Review and Implementation

E. District's Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

The school district will provide the time and resources necessary for professional development in the areas of RTI, data analysis, differentiation and curriculum. The district will also provide the funding for the resources and training for interventions for at risk students. The RTI Coach will serve as a resource working with staff on progress monitoring and the tiered RTI model. Assessments such as AIMS and NWEA are funded by the school district. A data workshop at the University Center was attended by all administration and facilitated by RESPROS. Professional development monies are allocated for substitute teachers to allow staff to attend school improvement workshops.

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- ☐ Require implementation of a new research-based curriculum of instructional program;
- ☐ Extension of the school year or school day;
- ☐ Replacement of staff members relevant to the school's low performance;
- ☐ Significant decrease in management authority at the school level;

- ☐ Restructuring the internal organization of the school; or
- ☐ Appointment of an outside expert to advise the school.

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

- ☐ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ☐ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- ☐ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - i. governance and management, and/or
 - ii. financing and material resources, and/or
 - iii. staffing.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

Section III - Development, Review and Implementation

F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

A district data workshop at the University Center was facilitated by RESPROS. The workshop was attended by Frederick SIP members and all building administrators from the district. RESPROS services that have been utilized include data analysis, visits and guidance in writing the SIP plan, and monitoring the plan as it is being implemented.

Section III - Development, Review and Implementation

Part G. School Support Team

School Support Team – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPRO consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide “sustained and intensive support” for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006*, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Role
1.	Eric Detweiler	Principal
2.	Cathy Santelle	Assistant Principal
3.	Tom Dempsey	RESPROS

Names and titles of school improvement team or plan developers:

	Name	Title	Delete
1	Lori Abrahams	Media Specialist	<input type="checkbox"/>
2	Michele Beye	Special Educator	<input type="checkbox"/>
3	Eric Detweiler	Principal	<input type="checkbox"/>
4	Jodi Greissing	PE	<input type="checkbox"/>
5	Laura Kazmer	Reading Specialist	<input type="checkbox"/>
6	Lisa Lagudem	Teacher	<input type="checkbox"/>
7	Amy Lechman	Teacher	<input type="checkbox"/>
8	Sue Murrow	Social Worker	<input type="checkbox"/>
9	Jamie Pearlstein-Marion	Psychologist	<input type="checkbox"/>
10	Cathy Santelle	Assistant Principal	<input type="checkbox"/>
11	Kathy Skamra	Teacher	<input type="checkbox"/>
12	Denise Wilcox	Teacher	<input type="checkbox"/>
13	Nancy Brezinski	Parent	<input type="checkbox"/>
14	Linda Soto	Parent	<input type="checkbox"/>
15	Dina Pierce	Parent	<input type="checkbox"/>

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand. [NCLB, Section 1116 (c)(6)].
2. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

ISAT Data 2008 - 2009



*"Not everything that can be
counted counts...and not
everything that counts can be
counted."*

- Albert Einstein

Overview of NCLB

Lake County Regional Office of Education
Educational Services Division: System of Support

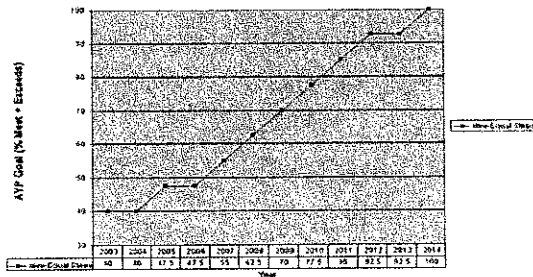
NCLB Basics

"No Child Left Behind"
Signed by President Bush in 2002

- At least 3 performance levels
 - Does Not Meet
 - Meets
 - Exceeds
- 12 year timetable to bring all students up to Meets/Exceeds by 2014!



Equal Steps 7.5% Model



AYP is determined by making it over all 20 hurdles (10 hurdles for reading and 10 for math) by disaggregation of data.



Reading



Math



Minimum Size for AYP

- Minimum N:
 - For reporting/privacy =10
 - For AYP calculations =45

Can a school meet/exceed by 85% in Reading and still not meet AYP?

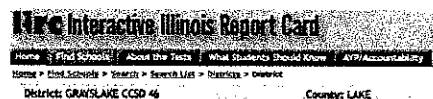
- The answer is... YES

2008 ISAT Data

Made AYP	School Name	Years in SIP	Grades	%Meets & Exceeds
	GRAYSLAKE MIDDLE SCHOOL		7 - 8	88.50%
	PARK WEST SCHOOL		5 - 8	84.90%
	AVON CENTER ELEM SCHOOL		K - 4	79.70%
	FREDERICK SCHOOL		5 - 6	84.80%
	MEADOWVIEW SCHOOL		K - 4	91.40%
	PARK EAST SCHOOL		K - 4	80.80%
	PRAIRIEVIEW SCHOOL		PK - 4	78.70%
	WOODVIEW SCHOOL		K - 4	86.90%

District Data from 2008

• ISBE



Our 2009-2011 School Improvement Plan

Frederick School



Our 2009 Reading AYP

- Frederick School exceeds the state average for meets/exceeds AYP
(Frederick = 85% vs. State = 79%.)
- 94% of students without disabilities meet or exceeded state standards in the area of reading.

Our 2009 Reading AYP

- Students in disabled sub group did not meet AYP in the area of Reading (45.3% met).

Our 2009 Reading AYP

Currently 82.2% of our students met or exceeded AYP in Reading for 2009.

45.3% of our students with disabilities achieved Reading AYP, which is below the safe harbor target of 51.3%.

- Our objective is for all students, including students with disabilities, to meet AYP in Reading to at least 77.5% in 2010 and 85% in 2011 or safe harbor.

- Can a school meet/exceed by 82.3% in Math and still not meet AYP?

- The answer is Yes

Our 2009 Math AYP

- 92% of students without disabilities meet or exceeded state standards in the area of math.
- The number of students without disabilities who exceed has increased from 22% to 28% in math.

Our 2009 Math AYP

- In 2009, this subgroup achieved at 46.3%, which was short of the safe harbor target of 52%.
- Our economically disadvantaged subgroup scored at 58.3%, below the safe harbor target of 65.1%.
- Our Hispanic subgroup scored at 63.4% and did not meet.

Action Plan

- Our objective is for all students, including Hispanic students, Students with Disabilities, and Economically Disadvantaged to meet AYP in Math to at least 77.5% in 2010 and 85% in 2011 or safe harbor.

- All Students will receive core instruction according to grade level state standards in Reading and Language Arts for a minimum of 80 minutes per day. Math 60 min.

Action Plan

- All students will participate in common formative assessments administered at the end of each unit.

Action Plan

- Students will participate in MAP testing in both Fall and Spring and AIMS Web benchmarking three times per year.

Action Plan

- Using data such as Fall MAP, AIMS, ISAT, and classroom data, students will be identified to receive supplemental targeted instruction.

Action Plan

- Students identified for Tier 2 instruction will receive 20-40 minutes of daily supplemental instruction.

Action Plan

- Students identified for Tier 3 instruction will receive 40- 60 minutes of daily supplemental instruction.

Action Plan

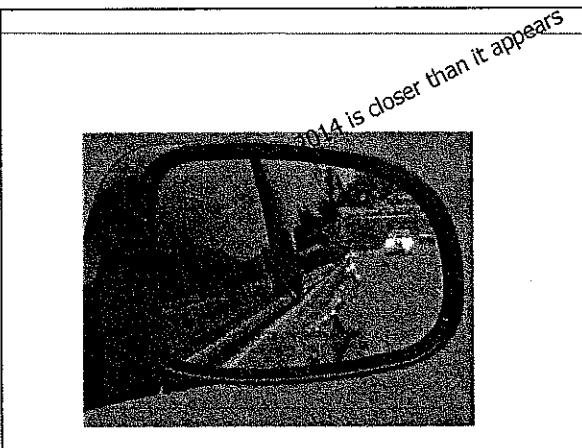
- We will gather base line data in the area of math.
- We will research math interventions to determine our needs.

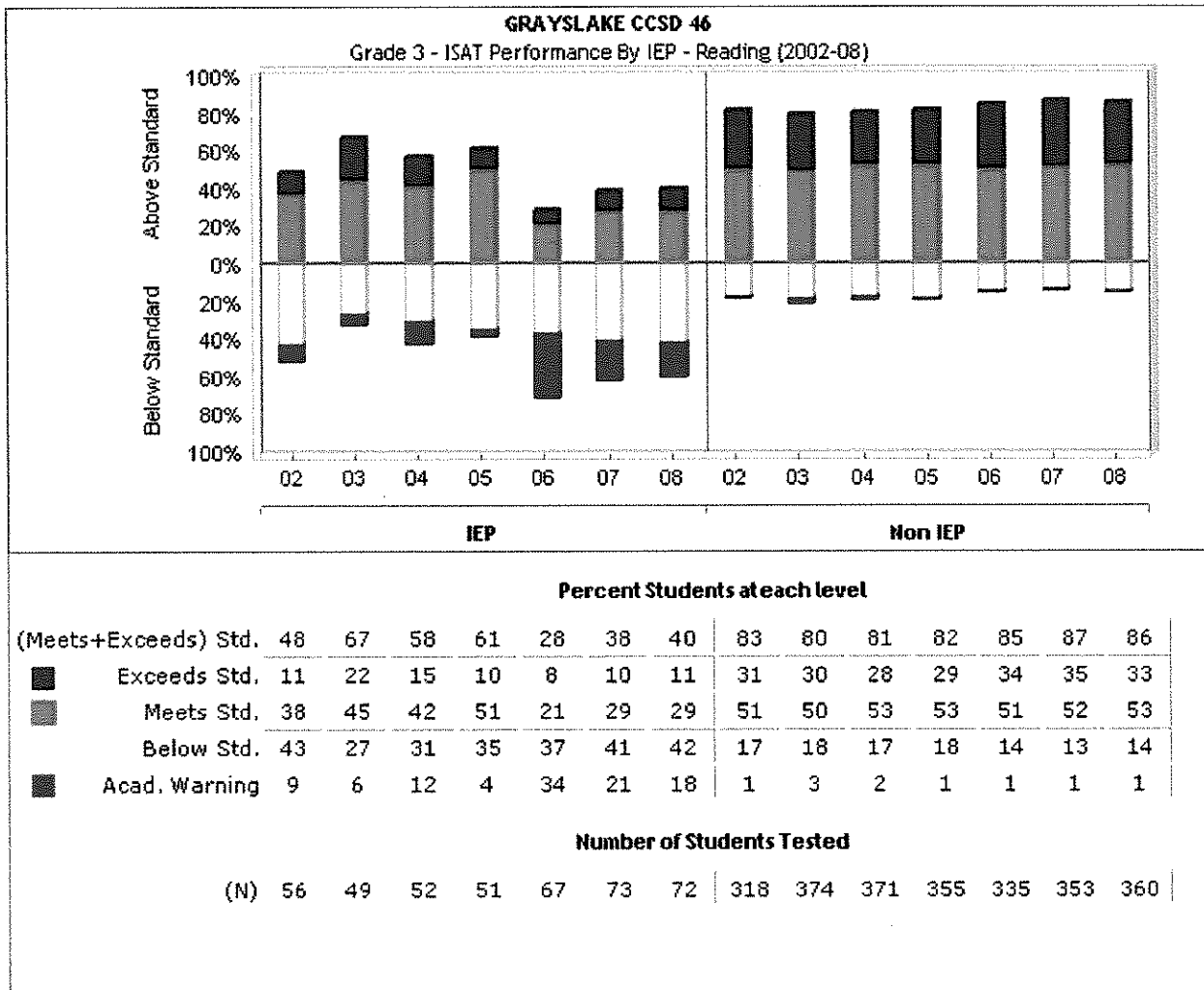
Action Plan Behavior Intervention

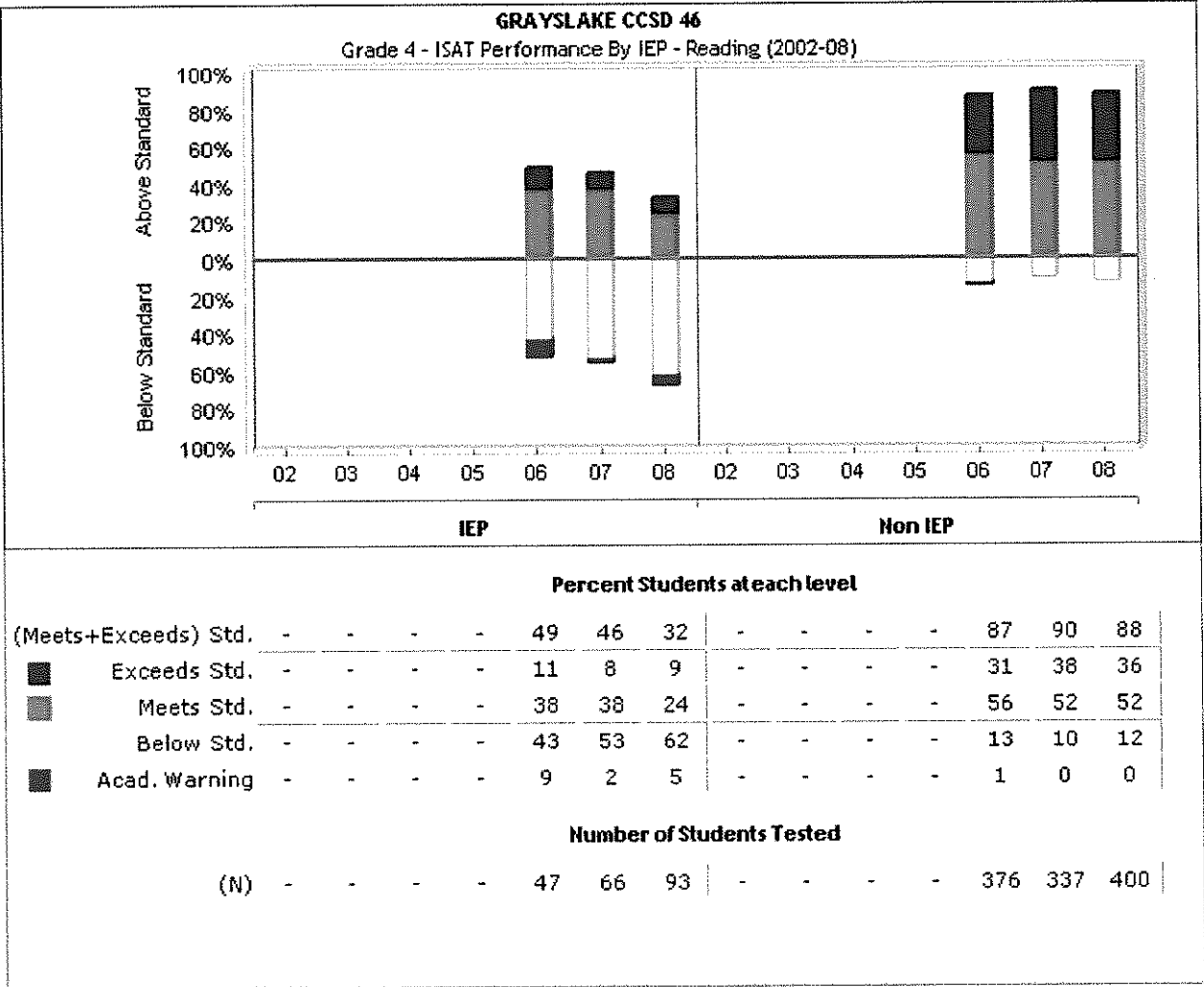
- Continue to review data and determine behavior interventions based on needs.

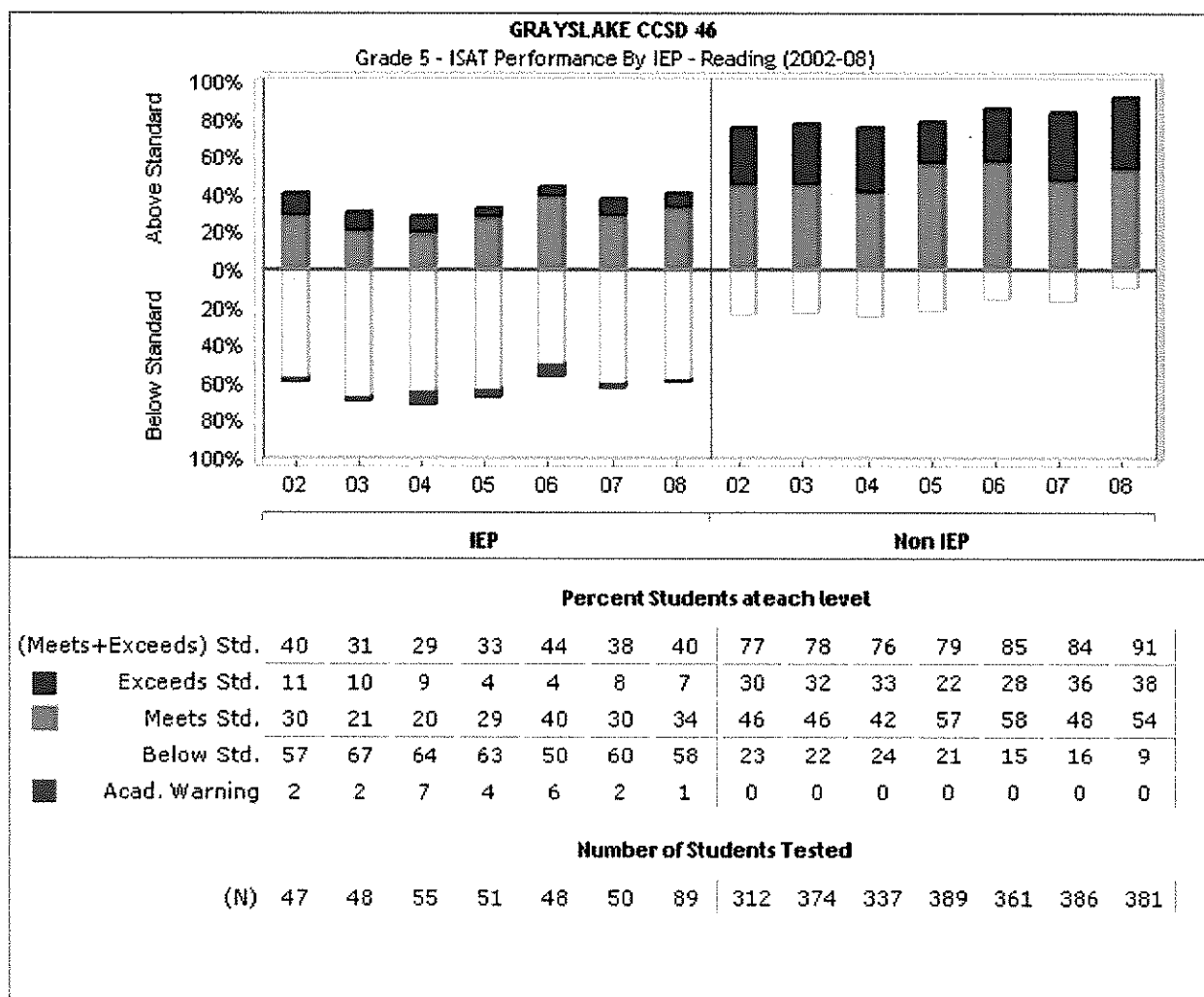
Professional Development 2009-2010

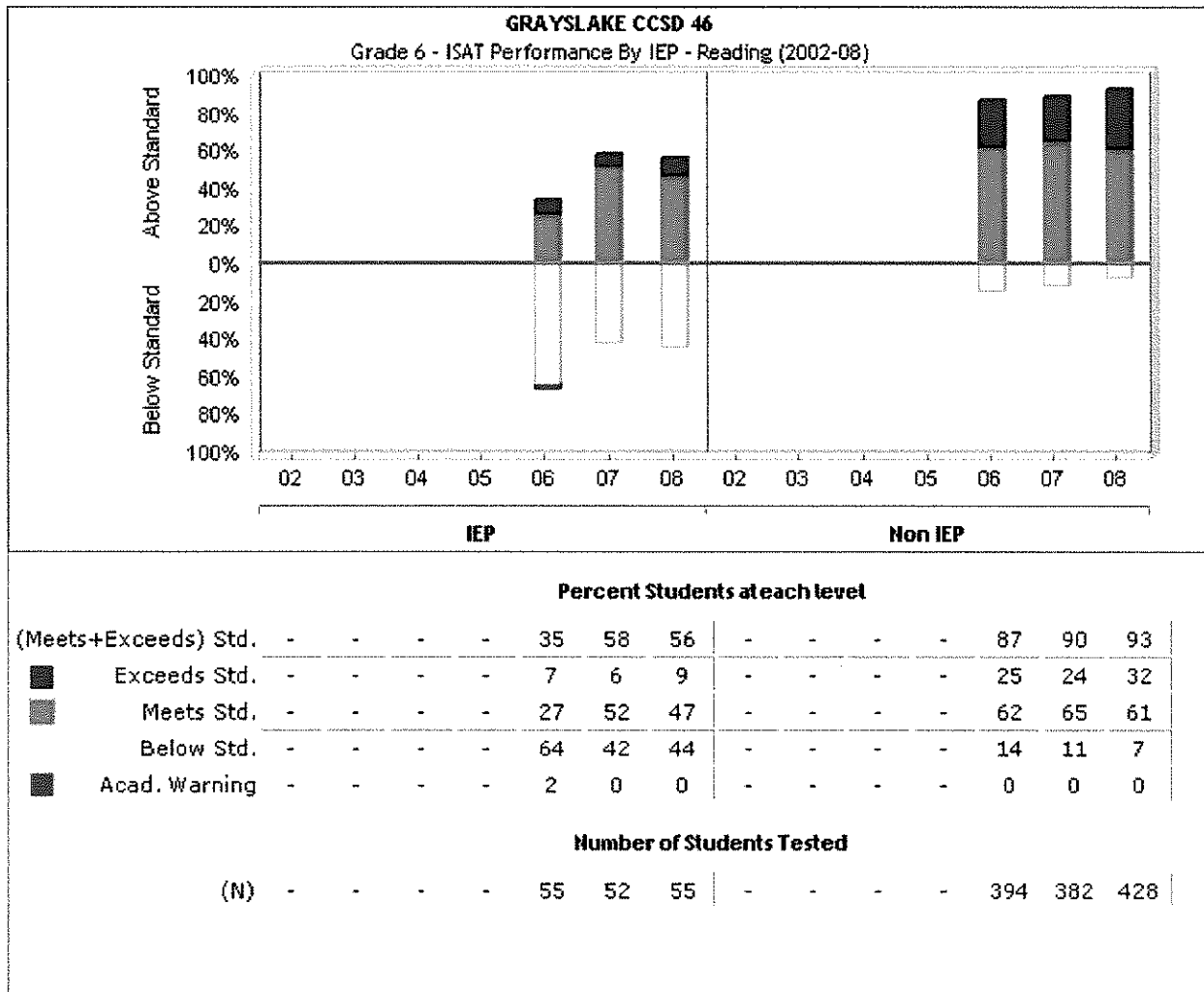
- SIP Committee Groups will meet on a monthly basis.
- SIP Team will monitor strategies and review data monthly.
- Teams will use data at meetings twice per month to make instructional and intervention decisions.

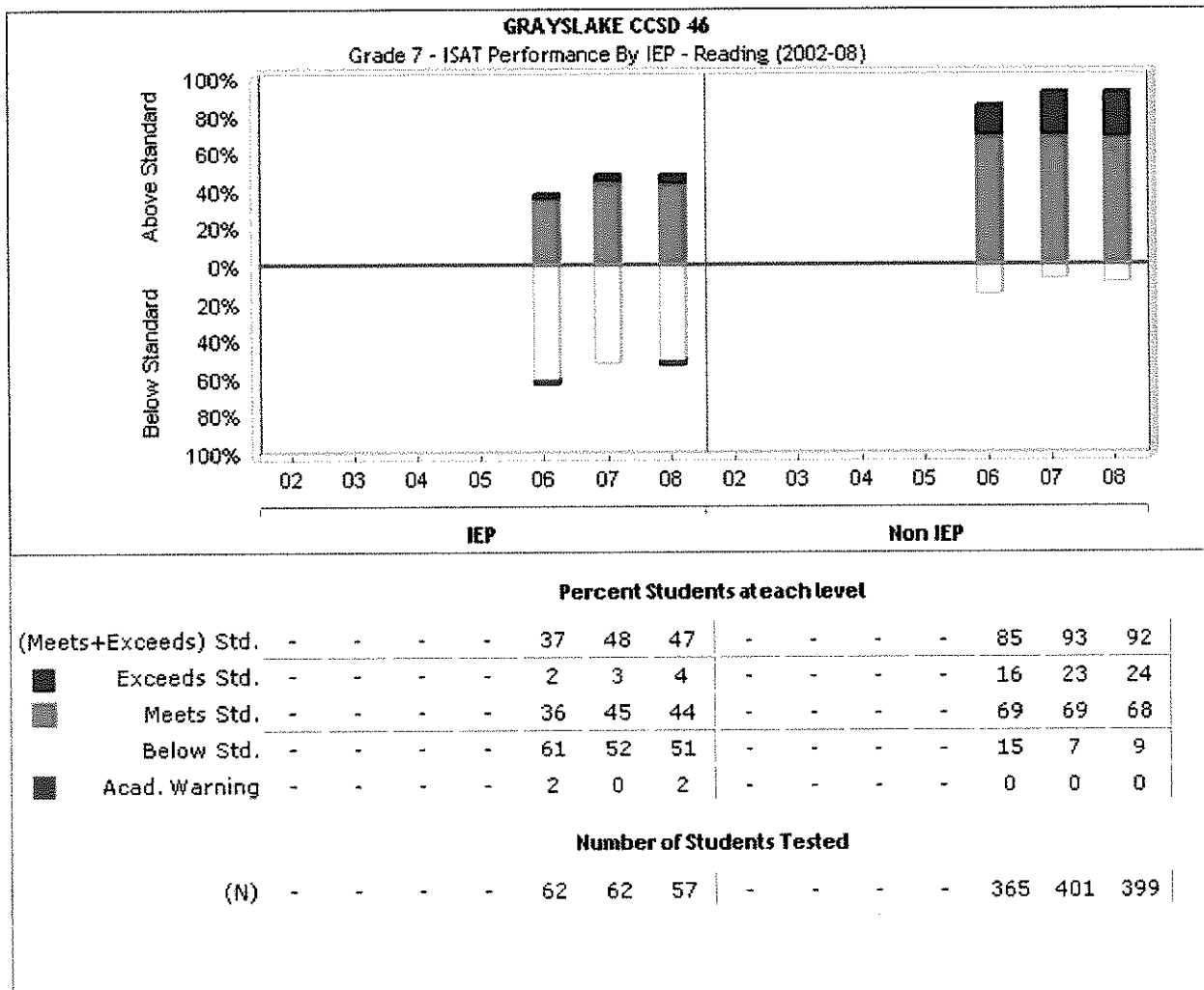


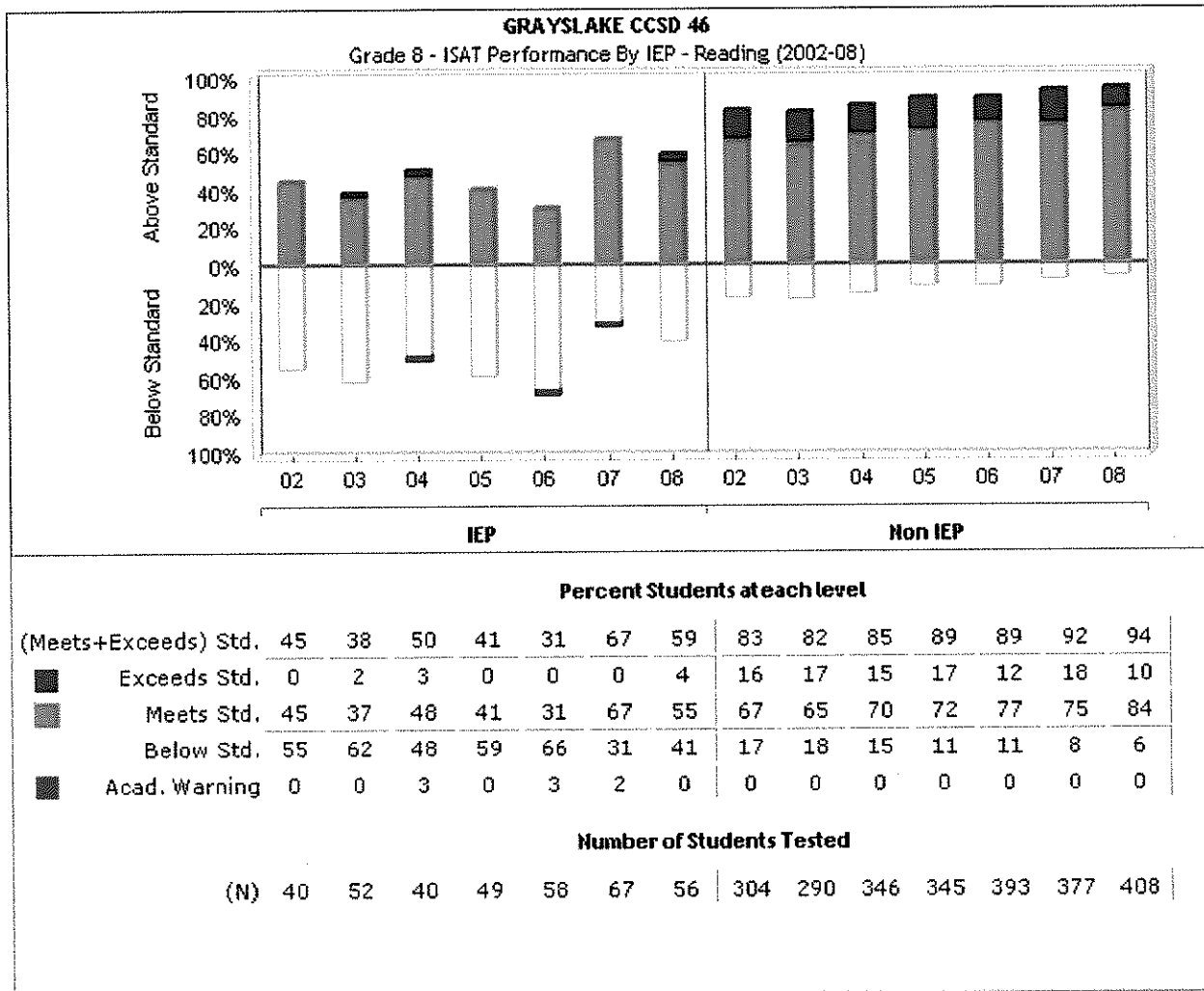












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Wednesday, September 09, 2009

Updated:



August 14, 2009

Dr. Ellen Correll
Superintendent
Grayslake School District 46
565 Fredrick Dr.
Grayslake, IL 60030

Dear Dr. Correll:

Your school district is one of over 140 Illinois school districts that used PMA's Financial Planning Program (FPP) during FY09. We know you have experienced the power of the software and value the support of our talented team of analysts. The FPP has assisted you and your Board of Education in making data-driven decisions, particularly during the turbulent financial times we are experiencing. It is the pre-eminent tool available to you for financial forecasting, budget and levy assistance, and "what if" scenarios.

We are always improving the product. During the latter part of FY 10, our new behind-the-scenes database will provide you with improved web-based functionality. You will have more power, more speed, and more flexibility to perform scenario analysis and reporting. We are putting more emphasis on the reporting functions, detailed budget analysis, and comparative information, both within your district and to other school districts. We are beta testing our upgrade now, and will have more information as the year progresses.

Enclosed is the contract for FY 2010. To begin the FY 2010 cycle, please execute the contract, sign it and return a copy to PMA. The price for existing clients is \$8000. The first half is payable now; the second half is payable upon completion of the base model.

Upon receipt of the signed contract, your Senior Financial Advisor will contact you with a list of information we need and to talk with you about your desired schedule for Board meetings, presentations, and completion. This will help us meet your needs more efficiently. As you know, it is critical to the entire process that we work with you to get information in a timely manner.

Thank you for your continuing relationship with PMA and with the Financial Planning Program. If you have any questions or concerns, please contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Howard Crouse", is written over a horizontal line.

Howard Crouse
Vice President, Financial Planning Services

PMA Financial Network, Inc.

2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563 Ph: 630.657.6400 F: 630.718.8701 pmanetwork.com



August 14, 2009

Dr. Ellen Correll
Superintendent
Grayslake School District 46
565 Fredrick Dr.
Grayslake, IL 60030

Re: PMA Financial Planning Program™ Service Agreement

Dear Dr. Correll:

We are pleased to provide an engagement letter for our services as a consultant working with your District in utilizing PMA's Financial Planning Program (the "FPP"). The FPP is a financial planning tool that allows interaction with a spectrum of assumptions in order to project your District's financial position. In this role PMA will advise and assist district throughout all phases of the FPP program. If the situation should arise where debt issuance advice is needed a separate Financial Advisory Agreement will be executed.

A. Description of Services

On an ongoing consulting basis, PMA's public finance specialists will generate for you and your District a detailed five-year financial analysis that is specific to your needs. PMA will perform each of the following as necessary:

- Develop a historic database consisting of multiple years of Annual Financial Reports and current budget;
- Incorporate District-provided assumptions in the FPP analysis, including but not limited to historical tax levy extensions including information on Equalized Assessed Valuations ("EAV"), new property growth, assessment levels, etc., student enrollment, student/teacher ratios, existing salary agreements and schedules, benefits provided, debt retirement schedules, Consumer Price Index ("CPI"), state and federal funding levels, capital project plan, and other revenue and expenditure projections, as applicable;
- Develop five year financial projections and perform "What-If" analysis of selected variables to project financial outcomes;
- Conduct Board and/or Finance Committee presentations as requested by administration;
- Provide assistance with tax levy preparation and filing;
- Web access to "What-If" scenario management and report production engine;
- Provide ongoing and continuous updates as needed by the District pursuant to the attached fee proposal schedule

PMA Financial Network, Inc.

2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563 Ph: 630.657.6400 F: 630.718.8701 pmanetwork.com

A. PMA Limitations

Our duties and responsibilities as your consultant regarding the FPP are limited and do not include the following:

- Giving any opinion or representation as to the financial feasibility or fiscal prudence of the variables, projections and/or assumptions you select to modify in order to project your financial picture.
- Giving any opinion or advice regarding the issuance of debt instruments, unless a separate Financial Advisory Agreement is executed.

B. Disclaimer of Liability

FPP is a financial management tool whose sole purpose is to produce financial projections based on data provided by the District. Because all assumptions and data input into FPP will be provided by the District, the quality of the output from FPP will be wholly dependent upon the quality of that data.

The District understands we will undertake no investigation or examination of the data provided by the District and that any inaccuracies or incompleteness of that data, and any resulting erroneous output from FPP generated thereby, shall be solely the District's responsibility.

Also, during the course of this engagement, we will rely on the District's representatives to provide us with all data in a timely manner, and we assume no responsibility to determine whether personnel providing us with such data possess the requisite authority to do so.

Further, we have explained to the District in general terms the formulas and methodologies used by FPP and the District agrees that such formulas and methodologies are appropriate and suitable for the District's financial management applications. We have made no independent examination of the context in which the District intends to use FPP and cannot assure the District as to its suitability for the District's application. In addition, we assume no responsibility for any modifications to FPP requested by the District and implemented into FPP at the District's request. Furthermore, the District acknowledges that FPP may yield inconsequential results in the event of changes in the District's fiscal policies, fundamental changes in school finance (including legislative changes) or other actions that may affect the District.

Lastly, the District agrees and acknowledges that any investment or other decisions made utilizing the results of FPP including results generated through use of the FPP web site are solely the District's decisions and are solely the District's responsibility.

The District agrees to indemnify and hold PMA harmless against any claims, loss, cost or expense incurred of any (a) incorrect, omitted and/or unauthorized information provided by the District to us, (b) misrepresentations made by the District regarding the FPP program, (c) failure to comply with District policy, state, and federal law, (d) actions or investments arising from the gross negligence or willful misconduct of the District.

C. Fees & Termination of Agreement

Your acceptance of our services and execution of this letter to evidence our Agreement constitutes your consent to pay the fees outlined in our Fee Proposal Schedule. The services set forth in this letter shall be

performed in relation to the FY 2010 budget year. Renewal of the FPP services after the term expiration shall be subject to the continued acceptance of the terms for utilizing the FPP program. In the event there is a delay in executing this Agreement, the fees outlined in the fee proposal schedule are only valid for 60 days from the date of this Agreement. If after 60 days, the District wishes to engage PMA for the services outlined herein, an updated Agreement and fee proposal schedule will be promptly forwarded to the District for execution. Once an Agreement is executed, it may be terminated by either party upon 30 day written notice. Upon receipt of a notice of termination, PMA will cease all work and will only finish portions of any work at the written direction of the District. The District will pay for any outstanding fees earned by PMA up to the date of termination.

If the District fails to provide to PMA the information required to complete the FPP process, one-half of the contractual fee will be payable to PMA and non-refundable. In that event, PMA will provide the District with a five-year financial history of the District's Annual Financial Reports and its current year budget.

D. Confidentiality

The information provided or received by the District or PMA from the other party is deemed to be confidential and the property of the disclosing party, unless such information is communicated or known to be public. Confidential information includes but is not limited to all information provided that is not known to be public, formulas, business plans, financial information, software, or other intellectual property. No licenses or rights under any intellectual property right are to be implied to be granted for use by the other party under this agreement. Both Parties acknowledge that, except as required by law, including the Illinois Freedom of Information Act, disclosure of confidential information is in breach of this agreement and may result in irreparable damage to the other Party. Distribution, reproduction or sale of any confidential information under this agreement is prohibited without the express written consent of the other.

E. Public Dissemination of Information & Ownership of Analysis

Public dissemination by the District of any material promoting PMA as an organization or the merits of FPP (including any text and graphics derived from FPP) through the use of mailings, brochures, presentations, websites, etc., is prohibited without prior authorization from PMA. It is agreed that the analysis, or output, derived from the FPP on behalf of the District is the property of the District. However, prior to each instance of public dissemination by the District, PMA reserves the right to review and edit any relevant content of the publication where PMA, FPP, or any component thereof, are denoted in any manner.

F. Privacy of Client Information

PMA is committed to protecting your personal and financial information. Except as required by law and in accordance with the PMA Privacy Policy (attached for your review), PMA will maintain the confidentiality of communication containing client information provided directly to PMA.

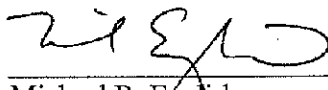
G. Submission of the Data on the Information Sheet

The Financial Planning Program requires certain information to be received from the District in order for the program to be successful. The District will receive a customized Information Sheet directly from the financial advisor assigned to the District. Failure to provide the Information Sheet in a timely manner will result in a delay of the receipt of the FPP services described in (A) above by the District.

If the foregoing terms are acceptable to you, please sign and date the enclosed copies of this engagement letter, retaining one original for your files and returning one original in the enclosed envelope.

Respectfully,

PMA Financial Network, Inc.

By: 
Michael R. English
President and CEO

Accepted and Approved:

By: _____

Title: _____

Date: _____

Enclosures

PMA Financial Network, Inc.

PMA Financial Planning ProgramTM

Fee Proposal Schedule

Effective July 1, 2009

PMA FPP Base Model Development

- Data collection
- Analysis & Verification
- Meetings with district administration
- Establish base scenario
- Interactive scenario analysis
- Presentations to Board of Education
- Assistance with salary negotiations
- Assistance with levy preparation
- Assistance with tax extension filing
- Customized power point presentation
- Periodic updates
- Budget review and assistance
- Online access to files and reports

Base model development is limited in its scope not to exceed 48 hours. Additional services will be provided under separate agreement as necessary.

Cost Estimate:

For Members of the Illinois School District Liquid Asset Fund Plus:

For the first year, the Base Model Development cost is \$9,500 and in subsequent years the cost is \$8,000 and is subject to annual review.

Invoicing Schedule:

The District will be invoiced 50% of the contracted cost at signing and balance at completion.

For Non-Members of the Illinois School District Liquid Asset Fund Plus:

For the first year, the Base Model Development cost is \$14,000 and in subsequent years the cost is \$11,500 and is subject to annual review.

Invoicing Schedule:

The District will be invoiced 50% of the contracted cost at signing and balance at completion.



PRIVACY POLICY

The following affiliated firms have adopted this privacy policy:

**PMA Financial Network, Inc.
PMA Securities, Inc.
Prudent Man Advisors, Inc.**

At PMA, protecting your privacy is important to us. We have policies and procedures in place to maintain the confidentiality and security of your personal non-public information. We want our customers to understand what non-public personal information we collect and how we use it. This document is designed to help you understand our policy.

"Non-public Personal Information" is non-public information about you that we obtain in connection with providing a financial product or service to you and your organization.

Why We Collect Your Information. We gather non-public personal information about you and your accounts so we can deliver products tailored for your organization's needs, to know who you are and thereby prevent unauthorized access to your information, and comply with applicable laws and regulations that govern us.

Information We Collect. We may collect the following types of non-public personal information about you and your organization during the account opening process, through out your on-going relationship with us and through your use of our website:

- Information about your identity such as name, address, telephone numbers, e-mail address, social security number, tax identification numbers and driver's license number.
- Information about your transactions with us, affiliates, or other financial institutions such as your account numbers, account balance, account history, financial history including accounts payable, payroll and financial information, and bank routing numbers.

Information We Disclose. We disclose non-public personal information about you to our affiliates, to third parties that we hire to help us provide products and services to you, as specifically authorized by you, or as otherwise allowed or required by law. Examples of some third parties we may hire are custodians, administrators, transfer agents, other broker-dealers, accountants and attorneys. From time to time, we must provide information about our business to regulatory authorities. This may include personal information about you. We do not sell non-public personal information about our customers, present or former, to anyone.

Confidentiality and Security. Our policy is to keep this information confidential and strictly safeguarded, and to use or disclose it as needed to provide products and services to you and your organization. We maintain physical, electronic and procedural safeguards to protect your non-public personal information. These include confidentiality agreements with companies we hire to help us provide services to you, password-protected user access to our computer files and proprietary on-line systems, and strict confidentiality policies that apply to all PMA personnel.

Closed or Inactive Accounts. Our privacy policy applies equally to our former customers. We will continue to adhere to the privacy policies and practices described herein even after your account is closed or becomes inactive.

Availability of Disclosure. This disclosure policy is available at our office and on our website at www.pmanetwork.com. Additionally, this notice is provided to each customer who opens an account and to all customers at least once annually.

If you have any questions, you are encouraged to contact us for more information.

PMA Financial Network, Inc.

2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563 Ph: 630.657.6400 F: 630.718.8701 pmanetwork.com



PMA Financial Network, Inc.

2135 CityGate Lane, 7th Floor
Naperville, IL 60563

Invoice

Date	Invoice #
08/21/2009	P501224

Bill To

Grayslake CCSD 46
Attn: Dr. Ellen Correll
565 Frederick Rd.
Grayslake, IL 60030

Account #

34049046004

Description	Amount
Consulting services Rendered - Financial Planning Program (2009-2010 Base Year)	5,750.00
Initial Installment	
Data Collection	
Analysis & Verification	
Meeting with District Administration	
Development of various Scenario Analysis based on District Specific information	
Presentation Strategy & Customization	
PMA/ISDLAF+ client discount	-1,750.00
Please remit payment within 30 days from invoice date. Please make check payable to PMA Financial.	
Total	\$4,000.00

Community Consolidated School District Number 46, Lake County (Grayslake) Existing Debt Service

Referendum Bonds Debt Service

Levy Year	Fiscal Year	School Bonds, (including CABS) Series 1996	School Bonds, CABS Series 1999	School Bonds, CABS Series 2000B	CABS, Series 2001	CABS, Series 2002	School Bonds, Series 2005	Total	Total	Total	Approximately 2.0% County Loss/Cost Debt Service	EAV	Growth Rate	B&I Tax Rate
2006	2008	\$ 1,695,000	\$ 5,749,893.90	\$ 200,000	\$ -	\$ -	\$ 2,342,206	\$ 4,237,206	\$ 4,237,206	\$ 4,237,206	\$ 4,321,950	\$ 720,533,965	0.6998	0.6998
2007	2009	1,485,000	465,000	275,000	-	95,000	2,008,631	4,328,631	4,328,631	4,328,631	4,416,204	795,510,284	10.44%	0.5550
2008	2010	-	2,290,000	250,000	-	245,000	2,008,631	4,793,631	4,793,631	4,793,631	4,889,504	829,604,580	4.29%	0.5894
2009	2011	-	3,050,000	-	-	250,000	2,008,631	5,308,631	5,308,631	5,308,631	5,414,804	837,900,626	1.00%	0.6462
2010	2012	-	3,320,000	-	-	260,000	2,008,631	5,588,631	5,588,631	5,588,631	5,700,404	846,279,632	1.00%	0.6736
2011	2013	-	3,540,000	-	-	335,000	2,008,631	5,883,631	5,883,631	5,883,631	6,001,304	871,668,021	3.00%	0.6885
2012	2014	-	-	2,250,000	1,100,000	840,000	2,008,631	6,198,631	6,198,631	6,198,631	6,322,604	897,818,062	3.00%	0.7042
2013	2015	-	-	2,300,000	1,200,000	1,015,000	2,008,631	6,523,631	6,523,631	6,523,631	6,654,104	933,730,784	4.00%	0.7126
2014	2016	-	-	2,400,000	1,300,000	1,155,000	2,008,631	6,863,631	6,863,631	6,863,631	7,000,904	980,417,323	5.00%	0.7141
2015	2017	-	-	2,500,000	1,400,000	1,200,000	2,125,931	7,225,931	7,225,931	7,225,931	7,370,450	1,029,438,189	5.00%	0.7160
2016	2018	-	-	2,500,000	1,600,000	1,255,000	2,247,606	7,602,606	7,602,606	7,602,606	7,754,658	1,080,910,099	5.00%	0.7174
2017	2019	-	-	2,500,000	1,800,000	1,325,000	2,377,847	8,002,847	8,002,847	8,002,847	8,162,904	1,134,955,604	5.00%	0.7192
2018	2020	-	-	-	4,500,000	1,405,000	2,515,878	8,420,878	8,420,878	8,420,878	8,589,296	1,191,703,364	5.00%	0.7208
2019	2021	-	-	-	4,700,000	1,500,000	2,655,825	8,855,825	8,855,825	8,855,825	9,032,942	1,251,288,553	5.00%	0.7219
2020	2022	-	-	-	-	800,000	8,514,356	9,314,356	9,314,356	9,314,356	9,500,643	1,313,852,981	5.00%	0.7231
2021	2023	-	-	-	-	-	9,799,231	9,799,231	9,799,231	9,799,231	9,995,216	1,379,545,630	5.00%	0.7245
2022	2024	-	-	-	-	-	10,303,731	10,303,731	10,303,731	10,303,731	10,509,806	1,448,522,912	5.00%	0.7256
2023	2025	-	-	-	-	-	10,837,094	10,837,094	10,837,094	10,837,094	11,053,836	1,520,949,057	5.00%	0.7268
2024	2026	-	-	-	-	-	3,320,041	3,320,041	3,320,041	3,320,041	3,386,441	1,596,996,510	5.00%	0.2121
Total DS From Current FY:		\$ -	\$ 12,200,000	\$ 14,700,000	\$ 17,600,000	\$ 11,585,000	\$ 68,757,960	\$ 124,842,960	\$ 124,842,960	\$ 124,842,960	\$ 127,339,819			



(Grayslake)

Impact of Proposed Defeasance - Utilizes 1999 Referendum Remaining Bond Proceeds

Debt Service					EAV		B&I Tax Rate			Home Value		
Total Debt		Proposed Net		Growth Rate	EAV	Before Defeasance	After Defeasance	Change	Reassess-ment Rate	Value of		Payment Change on
Fiscal Year	Service Before Defeasance	Less Defeased Debt Service	New Debt Service							\$200,000	Home	
Levy Year	2008	2010	\$ 4,889,504	\$ -	\$ 4,889,504							\$0.00
	2009	2011	5,414,804	(80,475)	5,334,329	837,900,626	0.65	0.64	(0.01)	-2.00%	196,000	(6.27)
	2010	2012	5,700,404	(80,475)	5,619,929	846,279,632	0.67	0.66	(0.01)	-2.00%	192,080	(6.09)
	2011	2013	6,001,304	(80,475)	5,920,829	871,668,021	0.69	0.68	(0.01)	0.00%	192,080	(5.91)
	2012	2014	6,322,604	(80,475)	6,242,129	897,818,062	0.70	0.70	(0.01)	0.00%	192,080	(5.74)
	2013	2015	6,654,104	(80,475)	6,573,629	933,730,784	0.71	0.70	(0.01)	1.00%	194,001	(5.57)
	2014	2016	7,000,904	(80,475)	6,920,429	980,417,323	0.71	0.71	(0.01)	2.00%	197,881	(5.41)
	2015	2017	7,370,450	(80,475)	7,289,975	1,029,438,189	0.72	0.71	(0.01)	2.00%	201,838	(5.26)
	2016	2018	7,754,658	(80,475)	7,674,183	1,080,910,099	0.72	0.71	(0.01)	2.00%	205,875	(5.11)
	2017	2019	8,162,904	(80,475)	8,082,429	1,134,955,604	0.72	0.71	(0.01)	2.00%	209,993	(4.96)
	2018	2020	8,589,296	(80,475)	8,508,821	1,191,703,384	0.72	0.71	(0.01)	2.00%	214,193	(4.82)
	2019	2021	9,032,942	(80,475)	8,952,467	1,251,288,553	0.72	0.72	(0.01)	2.00%	218,476	(4.68)
	2020	2022	9,500,643	(80,475)	9,420,168	1,313,852,981	0.72	0.72	(0.01)	2.00%	222,846	(4.55)
	2021	2023	9,995,216	(80,475)	9,914,741	1,379,545,630	0.72	0.72	(0.01)	2.00%	227,303	(4.42)
	2022	2024	10,509,806	(80,475)	10,429,331	1,448,522,912	0.73	0.72	(0.01)	2.00%	231,849	(4.29)
	2023	2025	11,053,836	(80,475)	10,973,361	1,520,949,057	0.73	0.72	(0.01)	2.00%	236,486	(4.17)
	2024	2026	3,386,441	(1,780,238)	1,606,204	1,596,996,510	0.21	0.10	(0.11)	2.00%	241,216	(89.63)
Total DS From												
Current FY:		\$ 127,339,819	\$ (2,987,363)	\$ 124,352,456								

Bond Defeasance Utilizing Excess Bond Proceeds	
1999 Referendum	\$ 1,899,987
2004 Referendum	-
Total	\$ 1,899,987



Community Consolidated School District Number 46

(Grayslake)

Impact of Proposed Defeasance - Utilizes All Remaining Bond Proceeds

Levy Year	Fiscal Year	Total Debt		Debt Service		EAV	B&I Tax Rate		Home Value	
		Service Before	Defeasance	Less Defeased Debt Service	Proposed Net New Debt Service		Before	After	Reassess-ment Rate	Value of Home
2008	2010	\$ 4,889,504	\$ 4,889,504	\$ -	\$ 4,889,504	\$ 829,604,580	\$0.59	\$0.59	-2.00%	\$200,000
2009	2011	5,414,804	5,414,804	(249,250)	5,165,554	837,900,626	0.65	0.62	-2.00%	196,000
2010	2012	5,700,404	5,700,404	(249,250)	5,451,154	846,279,632	0.67	0.64	-2.00%	192,080
2011	2013	6,001,304	6,001,304	(249,250)	5,752,054	871,668,021	0.69	0.66	0.00%	192,080
2012	2014	6,322,604	6,322,604	(249,250)	6,073,354	897,818,062	0.70	0.68	0.00%	192,080
2013	2015	6,654,104	6,654,104	(249,250)	6,404,854	933,730,784	0.71	0.69	1.00%	194,001
2014	2016	7,000,904	7,000,904	(249,250)	6,751,654	980,417,323	0.71	0.69	2.00%	197,881
2015	2017	7,370,450	7,370,450	(249,250)	7,121,200	1,029,438,189	0.72	0.69	2.00%	201,838
2016	2018	7,754,658	7,754,658	(249,250)	7,505,408	1,080,910,099	0.72	0.69	2.00%	205,875
2017	2019	8,162,904	8,162,904	(249,250)	7,913,654	1,134,955,604	0.72	0.70	2.00%	209,993
2018	2020	8,589,296	8,589,296	(249,250)	8,340,046	1,191,703,384	0.72	0.70	2.00%	214,193
2019	2021	9,032,942	9,032,942	(249,250)	8,783,692	1,251,288,553	0.72	0.70	2.00%	218,476
2020	2022	9,500,643	9,500,643	(249,250)	9,251,393	1,313,852,981	0.72	0.71	2.00%	222,846
2021	2023	9,995,216	9,995,216	(249,250)	9,745,966	1,379,545,630	0.72	0.71	2.00%	227,303
2022	2024	10,509,806	10,509,806	(249,250)	10,260,556	1,448,522,912	0.73	0.71	2.00%	231,849
2023	2025	11,053,836	11,053,836	(2,134,666)	8,919,170	1,520,949,057	0.73	0.59	2.00%	236,486
2024	2026	3,386,441	3,386,441	(3,320,041)	66,401	1,596,996,510	0.21	0.00	2.00%	241,216

Total DS From

Current FY: \$ 127,339,819 \$ (8,944,206) \$ 118,395,612

Bond Defeasance Utilizing Excess Bond Proceeds	
1999 Referendum	\$ 1,899,987
2004 Referendum	3,771,319
Total	\$ 5,671,306



Product Schedule Number:

This Product Schedule ("Schedule") is made part of the Master Agreement ("Master Agreement") identified on this Schedule between IKON Financial Services ("we" or "us") and Lake County Community Consolidated School District 46, as Customer ("you"). All terms and conditions of the Master Agreement are incorporated into this Schedule and made a part hereof. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Product Schedules to the Master Agreement.

Customer (bill to): Lake County Community Consolidated School District 46	Product Location:
Address: 565 Frederick	Address:
City: Grayslake	City:
County: Lake	County:
State: Illinois	State:
Zip Code: 60030	Zip Code:

Customer Contact Name:	Customer Telephone Number:	Fax Number/E-mail Address:
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[illegible]

PS/w 09.04

Product Schedule Number:

Master Agreement Number: 1013848ML

PAYMENT SCHEDULE

Minimum Term (mos.) 60	Payment Without Tax \$5605.03	Payment Due: (check one) <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other	Advance Payment: \$ (Tax Incl'd) by Check # <input type="checkbox"/> Apply to 1 st Payment <input type="checkbox"/> Other
---------------------------	----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

Sales Tax Exempt:

☒ YES (Attach Exemption Certificate)

Customer Billing Reference Number (P.O. #, etc.)

Addendum(s) attached:

☐ YES (check if yes and indicate total number of pages:)

TERMS AND CONDITIONS

- The first Payment will be due on the Effective Date. The delivery date is to be indicated by signing a separate acceptance form.
- You, the undersigned Customer, have applied to us to rent the above-described items ("Products") for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE.** If we accept this Schedule, you agree to rent the above Product(s) from us, and we agree to rent such Product(s) to you, on all the terms hereof, including the Terms and Conditions on the Master Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE MASTER AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE MASTER AGREEMENT.**
- Additional Provisions (if any) are:

THE PERSON SIGNING THIS AGREEMENT ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER

Accepted in Macon, Georgia by:
IKON FINANCIAL SERVICES

X
Authorized Signer

X
Authorized Signer

Title:

Title:

Date:

Date:

■

(Authorized Signer's printed name)

(Authorized Signer's printed name)

IKON Financial ServicesSM is a service mark of IKON Office Solutions, Inc. and is used herein under license.

P.O. Box 9115, Macon, GA 31208-9115; 1-800-800-1060



**ADDENDUM NUMBER [SIX]
MASTER SERVICE AGREEMENT**

This Addendum Number [6] ("Addendum") is effective as of the ____ day of August, 2009, ("Addendum Effective Date") and amends the Master Service Agreement Number 07-4970-0001 dated as of the 14th day of August, 2007 ("Agreement"), by and Lake County Community Consolidated School District 46("Customer") and IKON Office Solutions, Inc. ("IKON") by amending the Agreement as follows:

Exhibit B – Fees

Monthly Minimum Fee:

IKON will increase the monthly management fee by \$650.00 for a minimum of 150,000 black and white images 8-Ricoh MP6001's, 4-Ricoh MP5000's, and 1-Ricoh MP2000. Cost per copy for images above base minimum of 150,000 black and white images is .00433.

All capitalized words used but not defined in this Addendum will have the meanings given to them in the Agreement. Except to the extent modified by this Addendum, the terms and conditions of the Agreement will remain unchanged and shall continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Addendum as of the date first written above.

CUSTOMER

By: _____
Name: Ellen Correll
Title: Superintendent
Date: 8-19-08

IKON OFFICE SOLUTIONS, INC.

By: _____
Name: _____
Title: _____
Date: _____



Equipment Removal/Buyout Authorization

Customer Name:	Lake County Community Consolidated School District 46			Phone:	847-543-5324
Contact Name:	Mary Lou Wilcox			City:	Round Lake
Address:	1617 N. Route 83			Fax/Email:	847-223-3695
State:	Illinois	Zip:	60073		
Quantity:	Make, Model, Serial Number				
1	Ricoh Aficio 2105 serial number J7140600061				

☐ Check if additional Product Description page(s) attached

This Authorization applies to the equipment identified above and to the following Removal/Buyout option: [CHECK ONE]

☐ Equipment Owned by Customer. This Authorization will confirm that you desire to engage IKON to pick-up and remove certain items of equipment that are owned by you, and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to us from time to time for such purpose. By signing below, you confirm that, with respect to every removal request issued by you (1) IKON may rely on the request, (2) the request shall be governed by this Authorization, (3) you have good, valid and marketable title to such equipment and have satisfied all payment and other obligations relating to such equipment which may be owing to any third party under any applicable lease, financing, sale or other agreements, (4) you have obtained any and all necessary consents and approvals required to authorize IKON to remove such items of equipment and to take title thereto, and (5) by this Authorization, you hereby transfer good and valuable title and ownership to IKON to the equipment, free and clear of any and all liens and encumbrances of any nature whatsoever and you will cause to be done, executed and delivered all such further instruments of conveyance as may be reasonably requested for the vesting of good title in IKON. IKON does not assume any obligation, payment or otherwise, under any lease, financing, sale or other agreements relating to any equipment. Such agreements shall remain your sole responsibility. As a material condition to the performance by IKON, you hereby release IKON from, and shall indemnify, defend and hold IKON harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of your representations or obligations in this Authorization or of any obligation owing by you to any third party in respect of all equipment identified in the removal requests issued by you.

☒ Equipment Leased by Customer from IKON, IOS Capital or IKON Financial Services. This Authorization will confirm that you desire to engage IKON to pick-up and remove certain items of equipment that are currently leased by you from IKON, IOS Capital or IKON Financial Services, and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to us from time to time for such purpose. By signing below, you confirm that, with respect to every removal request issued by you (1) IKON may rely on the request, and (2) the request shall be governed by this Authorization. IKON does not assume any obligation, payment or otherwise, under your lease agreement, which shall remain your sole responsibility. As a material condition to the performance by IKON, you hereby release IKON from, and shall indemnify, defend and hold IKON harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of your representations or obligations in this Authorization or of any obligation owing by you under your lease agreement.

☐ Equipment Leased by Customer from a Third Party. Upon execution and delivery by Customer of a sale, lease (and related delivery and acceptance certificate), service and/or other agreement ("Agreement") between IKON and/or IKON Financial Services, IKON agrees to pay to (A) ☐ the Customer (and Customer hereby agrees to promptly pay such amount to the below named payee ("Payee")), or (B) ☐ the Payee identified below, an amount ("Buy Out Amount") equal to \$ _____, to pay off and/or reduce Customer's obligations owing under that certain equipment lease agreement no. _____ ("Third Party Lease") between Customer and Payee relating to the equipment identified in the Third Party Lease ("Equipment"). ☐ W-9 included

Payee Name: _____

Vendor Code: _____

Address: _____

City, State, & Zip Code: _____

Attention: _____

The Buy Out Amount represents the total amount payable by IKON for such purpose. IKON shall have no obligation, and does not assume any obligation, under the Third Party Lease. Customer acknowledges that Customer is solely responsible to make payments to the Payee under the Third Party lease, to return the Equipment at the appropriate time to the appropriate location as determined by the Payee, and to fulfill any and all payment and other obligations under the Third Party Lease. Customer agrees to indemnify and hold IKON harmless from any losses, damages, claims, suits and actions (including reasonable attorneys' fees) arising from the breach by Customer of any of its obligations contained in this authorization and/or the Third Party Lease.

AGREED AND ACCEPTED:

CUSTOMER

By: _____

X

Name: _____

Title: _____

Date: _____

IKON OFFICE SOLUTIONS, INC.

By: _____

Name: _____

Title: _____

Date: _____

Financial Code (for 3rd party transaction): _____





Document Efficiency
At Work.™

Work Order - US
IKON Office Solutions, INC.
Professional Services

Base Eq Model #	Base Eq Serial #	Email Address of PS Rep	Date of Services:
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Customer must already be an IKON customer to use this form without being part of the SFP

Bill To/Cust No.: _____ Pymt Method: _____ Ship To Customer No.: _____ PO No.: _____ PO Date: _____
Bill To Customer: **Community Consolidated School District 46** Ship To Customer: **Multiple Locations**
Address: **565 Frederick** Address: _____
City: **Grayslake** State: **IL** Zip: **60030** City: _____ State: _____ Zip: _____
Customer Contact: **Brian Kalisz** Title: **IT** Phone: **847-543-5823**
IKON Sales Rep: **Steve Hopkins** Phone: **847-224-0022 x 222**
MPS/FSM/SAM/SAC: _____ SC: **Dan Mascia** SC-C: _____ SA/SSA: _____

Description of Professional Services

Professional Services Provided		
Connectivity - Seg 5 (70-90 PPM)		
<ul style="list-style-type: none">o Design and perform solution implementation plano Install and configure printer interface o Assist customer in connecting to their networko Install and setup print drivers/PPD's on up to two (2) workstationso Printer operator training for lead operator / administratoro End user training for print drivers/PPD's for up to two (2) personso System Administrator Training		
Task	eIKON Code	Price
1	PS-CONN5	\$465.00
2		
3		
		Total Price:
		Inc. in lease

This Work Order shall be effective as of the date of execution by both IKON and Customer. By signing below, the undersigned represent that they are duly authorized to enter into this Work Order on behalf of their respective entities.

CUSTOMER	IKON OFFICE SOLUTIONS, INC.
By: _____	By: _____
Name: Ellen Correll	Name: _____
Title: Superintendent	Title: _____
Date: _____	Date: _____

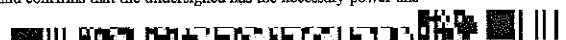
TERMS AND CONDITIONS

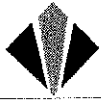
The performance by IKON of the Services described in this Work Order is subject to and shall be governed solely by the following terms and conditions:

Customer engages IKON to perform the services described in this Work Order (the "Services"). Changes to the scope of the Services shall be made only in a written change order signed by both parties. IKON shall have no obligation to commence work in connection with any change until the fee and/or schedule impact of the change and all other applicable terms are agreed upon by both parties in writing. IKON shall provide the Services at the Customer location set forth herein or on a remote basis. In consideration of its Services hereunder, Customer shall pay IKON the Service fees in the amounts and at the rates set forth above. Customer shall pay all amounts payable to IKON hereunder within thirty (30) days of the date of the invoice submitted by IKON. If IKON undertakes collection or enforcement efforts, Customer shall be liable for all costs thereof, including, without limitation, reasonable attorneys' fees and late charges. IKON may suspend or terminate Services for non-payment. Customer shall be responsible for payment of any applicable taxes arising in connection with the transactions contemplated hereby (other than with respect to the income of IKON). Customer shall provide IKON with such access to its facilities, networks and systems as may be reasonably necessary for IKON to perform its Services. Customer acknowledges that IKON's performance of the Services is dependent upon Customer's timely and effective performance of its responsibilities hereunder. Unless connectivity services are specifically identified in the Task and Description section of this Work Order as part of the Services to be performed by IKON, IKON shall have no obligation to perform and no responsibility for the connection of any hardware or software to any Customer network or system.

IKON shall perform its Services in a professional manner. IKON is not the manufacturer of any of the software, tools and/or products utilized in connection with this Work Order. IKON shall however, make available to Customer any warranties made to IKON by the manufacturers of the software, tools and/or products utilized by IKON in connection with its Services hereunder, to the extent transferable and without recourse. EXCEPT AS EXPRESSLY SET FORTH HEREIN, IKON MAKES NO WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE, IN CONNECTION WITH THIS WORK ORDER AND THE TRANSACTIONS CONTEMPLATED HEREBY. IN NO EVENT SHALL IKON BE LIABLE TO CUSTOMER FOR ANY INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGES OR LOST PROFITS ARISING OUT OF OR RELATED TO THIS WORK ORDER OR THE PERFORMANCE OR BREACH HEREOF, EVEN IF IKON HAS BEEN ADVISED OF THE POSSIBILITY THEREOF. IKON'S LIABILITY TO CUSTOMER HEREUNDER, IF ANY, SHALL IN NO EVENT EXCEED THE TOTAL OF THE FEES PAID TO IKON HEREUNDER BY CUSTOMER. IN NO EVENT SHALL IKON BE LIABLE TO CUSTOMER FOR ANY DAMAGES RESULTING FROM OR RELATED TO ANY FAILURE OF THE SOFTWARE, INCLUDING, BUT NOT LIMITED TO, LOSS OF DATA, OR DELAY OF DELIVERY OF SERVICES UNDER THIS WORK ORDER. IKON ASSUMES NO OBLIGATION TO PROVIDE OR INSTALL ANY ANTI-VIRUS OR SIMILAR SOFTWARE AND THE SCOPE OF SERVICES CONTEMPLATED HEREBY DOES NOT INCLUDE ANY SUCH SERVICES.

Except for purposes of this Work Order, IKON shall not use or disclose any proprietary or confidential Customer data derived from its Services hereunder; provided, however, that IKON may use general statistics relating to the Service engagement so long as it does not disclose the identity of Customer or make any reference to any information from which the identity of Customer may be reasonably ascertained. Customer agrees that during the term of the Services and for a period of one (1) year after termination thereof, it shall not directly or indirectly solicit, hire or otherwise retain as an employee or independent contractor any employee of IKON that is or was involved with or part of the Services. This Work Order represents the entire agreement between the parties relating to the subject matter hereof and supersedes all prior understandings, writings, proposals, representations or communications, oral or written, of either party. This Work Order may be amended only in writing executed by the authorized representatives of both parties. Any purchase order, service order or other Customer ordering document will not modify or affect this Work Order, nor have any other legal effect, and shall serve only the purpose of identifying the service ordered. This Work Order may not be transferred or assigned by Customer without the prior written consent of IKON. This Work Order shall be interpreted in accordance with the substantive laws of the Commonwealth of Pennsylvania, without regard to principles of conflicts of law. The relationship of the parties is that of independent contractors. IKON shall not be responsible for and shall be excused from performance or have reasonable additional periods of time to perform its obligations where it is delayed or prevented from performing any of its obligations for reasons beyond IKON's reasonable control, including, without limitation, acts of God, natural disasters, labor disputes, strikes or unavailability of services, personnel or materials. This Work Order is separately enforceable as a complete and independent binding agreement, independent of all other Work Orders, if any. By signing, the Customer acknowledges and accepts the terms and conditions of this Work Order, and confirms that the undersigned has the necessary power and authority to enter into this Work Order on behalf of Customer.





FRANCZEK RADELET

Attorneys and Counselors

300 South Wacker Drive | Suite 3400 | Chicago, IL 60606
Phone 312.986.0300 | Fax 312.986.9192 | franczek.com

PAUL A. MILLICHAP
312.786.6101
pam@franczek.com

August 11, 2009

Mr. Brad Goldstein
Chief School Business Official
Community Consolidated School District 46
565 Frederick Road
Grayslake, IL 60030

Re: Claims for Recalculation of State Aid

Dear Mr. Goldstein:

I am writing to update you concerning the status of certain claims for recalculation of state aid which we recently prepared and filed on behalf of the School District with the State Board of Education for the tax years through 2006. The value of the School District's new claims when fully paid by the State Board should equal approximately \$12,250. This claim value is in addition to the prorated value of claims previously filed with the State Board last year, of which \$285,964 remains unpaid. Thus, the total value of claims which we have filed for the School District which are currently awaiting processing and payment by the State Board equal approximately \$298,214.

As we previously informed you in our earlier periodic status letters, all prior year claims will be subjected to a pro-ration by the State Board and paid over a period of years. The Illinois General Assembly has approved a limited pool of \$25,000,000 in funding annually to pay such claims and related PTAB adjustments. It is evident that this \$25,000,000 figure will be exceeded on an annual basis for many years. We are hopeful that the initial installment of the School District's claims will be paid within the next few months, with the remaining claim values to be further pro-rated and paid over the next four to five fiscal years. We anticipate that the factor which will be applied by the State Board as it pro-rates and pays these claims this year will be approximately 15%.

In addition, in accordance with our agreement with the School District we have also prepared and filed a tax year 2007 claim with the State Board subsequent to July 1, 2009 for processing and payment by the State Board next fiscal year. The value of the District's tax year 2007 claim is approximately \$23,563. This claim will be added to the remainder of the District's unpaid carryover balance noted above and prorated and paid by the State



Board in the Fall of 2010. If we had submitted this claim for processing during the current fiscal year, it would have afforded the District no additional financial benefit due to the Property Tax Extension Limitation Law and its impact on the general state aid formula.

Pursuant to the terms of our agreement, we will invoice the School District for 15% of the value of additional state aid received by the District as a result of our activities. Since these claim payments will be pro-rated, we will invoice the District in annual installments after these claims are paid and after we have documented to the District's satisfaction that these additional funds have in fact been received.

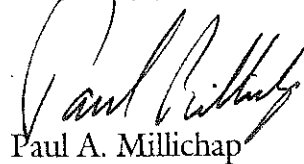
We take great pride in our ability to fashion creative solutions to the myriad of challenges encountered by our school district clients. We trust that you and the members of the Board of Education are pleased with our efforts and will be able to find a good use for these additional funds.

If we can be of additional assistance to you in the future, do not hesitate to call. We encourage you to view our firm website at www.franczek.com and contact our other school district clients to learn more about our firm and our unique resources and capabilities.

Also, as noted in our earlier correspondence we will soon commence the process of collecting data to support the filing of Claims for Recalculation of State Aid for the tax years 2008 and 2009. If you would like us to prepare and file similar Claims for Recalculation of State Aid on behalf of the District for the tax years 2008 and 2009 upon the same terms and conditions of our existing agreement, please sign a copy of this letter below and return the same to our office.

Should you have any questions regarding this matter, do not hesitate to call.

Very truly yours,



Paul A. Millichap

PAM:ps
Enclosure

ACKNOWLEDGED AND APPROVED:

School District Representative

Enrollment Count

Grayslake Middle School Enrollment Count

AS OF: September 11, 2009

Classroom	Count
7-1	31
7-2	23
7-3	30
7-4	22
7-5	29
7-6	25
7-7	29
7-8	30
7-9	26
7-10	29
7-11	34
7-12	24
7-13	23
7-14	28
7-15	25
TOTAL	408
8-1	33
8-2	22
8-3	26
8-4	25
8-5	25
8-6	27
8-7	23
8-8	24
8-9	31
8-10	27
8-11	27
8-12	23
8-13	34
8-14	22
8-15	25
TOTAL	394

AVON CENTER SCHOOL CLASSROOM ENROLLMENT
September 8, 2009

RM#	TEACHER NAME	AM	PM
55	Bobbi Kerr	21	21
61	Lisa Lawrence	23	20

KDG-TOTAL 85

51	Pam Borque	23	
54	Betty Johnson	20	
46	Jen Kasmer	23	
52	Jennifer Santo	20	

1ST-TOTAL 86

37	Susanna Ayala	19	
44	Andrea Levy	23	
45	Tammy Lowy	23	
42	Julie Pacheco	23	

2nd-TOTAL 88

01	Breanna Atlee	22	
17	Pat Bartus	23	
43	Lisa Henricksen	23	
41	Lee Maxwell	23	

3rd-TOTAL 91

03	Linda Dausch	26	
02	Pam Gish	26	
08	Jennifer Sauld	25	
07	Barbara Zarras	26	

4th-TOTAL 103

TOTAL FOR 453

PLEASE DO NOT REMOVE THANKS

From: "shipley.lourie" <shipley.lourie@d46.k12.il.us>
Subject: **Re: enrollment**
Date: September 11, 2009 12:29:09 PM CDT
To: Janine Adams <adams.janine@d46.k12.il.us>

MEADOWVIEW

am-21
pm-21

Kgn
am-20
pm-21

1st Grade
1-23
2-23
3-23
4-23

2nd Grade
1-19
2-20
3-20
4-20

3rd Grade
1-24
2-25
3-24
4-24

4th Grade
1-27
2-26
3-27
4-26

From: "shipleys.lourie" <shipleys.lourie@d46.k12.il.us>
Subject: **Re: class counts**
Date: September 11, 2009 12:27:56 PM CDT
To: Gina Dokman <dokman.gina@d46.k12.il.us>

Prairieview

Pre K

Hammer	AM-7	PM-0
Bitto	AM-9	PM-8
Alghini	AM-9	PM-4
Whiting	AM-8	PM-3
Fry	AM-9	PM-6
Cornier	AM-7	PM-7
Blahosky	AM-10	PM-7

Kdg

Fizharris	AM-20	PM-15
Zeigler	AM-21	PM 15

1st

Possehl	19
Thomas	21
Schneider	22
Johnson	17

2nd

Peterson	22
Morton	21
Dzik	22
Miller	21

3rd

Mayer	29
Jansen	30
Bavaro	29

4th

Buchanan	27
Mall	25
Paulson	27

PowerSchool

School: Frederick School

Term: 09-10 Quarter 1

Logout ?

Sort by number or name

Start Page > School Setup > 698 TEAM

Tednes, Cheryl

698 TEAM

New

501 ART
 601 ART
 506 BAND
 606 BAND
 508 CHORUS
 608 CHORUS
 599 FLEX
 699 FLEX
 652 HEALTH
 552 HEALTH
 505 INFORMATION LITERACY
 C901 KICK-OFF CAMP
 610 LANGUAGE ARTS
 510 LANGUAGE ARTS
 618 LITERATURE
 518 LITERATURE
 682 LUNCH/SR
 620 MATH
 520 MATH
 604 MUSIC
 504 MUSIC
 650 PHYSICAL EDUCATION
 550 PHYSICAL EDUCATION
 530 SCIENCE
 630 SCIENCE
 540 SOCIAL STUDIES
 640 SOCIAL STUDIES
 660 SPANISH
 580 SR/LUNCH
 598 TEAM
 698 TEAM

Exp	Sec #	Term	Teacher	Rm	Size
T(A)	5	09-10	Roeder, Diane	106	26
T(A)	6	09-10	Schweizer, Diane	107	26
T(A)	2	09-10	Piggott, Jonathan	102	27
T(A)	3	09-10	Johnston, Patricia	103	27
T(A)	4	09-10	Flynn, Tara	104	27
T(A)	7	09-10	Geske, Caren	108	25
T(A)	8	09-10	Skarnra, Kathryn	109	25
T(A)	9	09-10	DaMore, Jessica	401	27
T(A)	1	09-10	Muszynski, Kerry L.	101	27
T(A)	10	09-10	Leon, Joan	402	25
T(A)	11	09-10	Jacobs, Cherie	403	27
T(A)	12	09-10	Batson, Jill	404	27
T(A)	13	09-10	Wilcox, Denise	405	23
T(A)	14	09-10	Gheysen, Ruth	406	24
T(A)	15	09-10	Evert, Nicole	407	25
T(A)	16	09-10	King, Gayla	408	25

Make all students listed above the current selection

16 - 414

Laurie

PowerSchool

School: Frederick School

Term: 09-10 Quarter 1

Logout



Sort by number or name

Start Page > School Setup > 598 TEAM

Tednes, Cheryl

598 TEAM

New

Exp	Sec #	Term	Teacher	Rm	Size
T(A)	4	09-10	Bama, Christy	206	27
T(A)	9	09-10	Boxer, Lisa	303	26
T(A)	6	09-10	Cinq-Mars, Jodi	208	27
T(A)	14	09-10	Coate, Kira	308	23
T(A)	11	09-10	De Paz, Daniel	305	25
T(A)	12	09-10	Flores, Coye	306	26
T(A)	7	09-10	Hamburg, Argy	301	26
T(A)	3	09-10	Johnson, Rebecca	205	26
T(A)	2	09-10	Lacroix, Amber	204	27
T(A)	10	09-10	Lagudem, Lisa	304	26
T(A)	1	09-10	Lechman, Amy	203	26
T(A)	13	09-10	Rizzo, Shelley	307	26
T(A)	5	09-10	Sloan, Patricia	207	27
T(A)	8	09-10	Speck, Elisa	302	26

Make all students listed above the current selection

Lourie

14 - 364

From: Debbie Nicholson <nicholson.debbie@d46.k12.il.us>
Subject: **enrollment**
Date: September 11, 2009 1:01:08 PM CDT
To: "shipley.lourie" <shipley.lourie@d46.k12.il.us>

Lourie,
Here is Park School Enrollment:

Kdgn - 86
1st - 92
2nd - 90
3rd - 83
4th - 92
5th - 81
6th - 76
7th - 71
8th - 69

Total - 740

Debbie

Debbie Nicholson
Park School Campus
nicholson.debbie@d46.org